Ballard & Tighe

Hands-On English

correlated to

WIDA ELD Standards Framework, 2020 Edition

Grade 1

Citation-Based

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Standard	Key Language Use	Interpretive or Expressive	Grade 1 Notation	Grade 1	Grade 1 Language Features	CITATIONS
1	Narrate	na	ELD-SI.K-3.Narrate	● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps	na	**Chapter 1:** **TE: L1: A1; L2: A1; L5: A1** **Chapter 2:** **TE: L4: A1, A2** **Chapter 3:** **TE: L1: A2; L4: A2; L6: A2** **Chapter 4:** **TE: L4: A2; L5: A2: L6: A1** **Chapter 5:** **TE: L1: A2; L4: A2; L6: A1** **Chapter 6:** **TE: L2: A1; L5: A1, A2; L7: A1, A2** **Chapter 7:** **TE: L6: A2; L7: A2; L9: A1, A2** **Chapter 8:** **TE: L1: A2; L5: A1, A2; L7: A1, A2** **Chapter 9:** **TE: L3: A1, A2; L4: A2; L6: A2, A2** **Chapter 10:** **TE: L1: A1; L3: A1, A2: L5: A1, A2** **EnglishMat: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

| 1 | Inform | na | ELD-SI.K-3.Inform | ● Define and classify objects or concepts
● Describe characteristics, patterns, or behavior
● Describe parts and wholes
● Sort, clarify, and summarize ideas
● Summarize information from interaction with others and from learning experiences | na | **Chapter 1:**
TE: L3: L1: A1; L2: A1; L5: A1

Chapter 2:
TE: L2: A2; L3: A1; L6: A2

Chapter 3:
TE: L1: A2; L4: A2; L6: A2

Chapter 4:
TE: L4: A2; L5: A2: L6: A1

Chapter 5:
TE: L1: A2; L4: A2; L6: A1

Chapter 6:
TE: L2: A1; L5: A1, A2; L7: A1, A2

Chapter 7:
TE: L6: A2; L7: A2; L9: A1, A2

Chapter 8:
TE: L1: A2; L5: A1, A2; L7: A1, A2

Chapter 9:
TE: L3: A1, A2; L4: A2; L6: A2, A2
Chapter 10:
TE: L1: A1; L3: A1, A2: L5: A1, A2

EnglishMat: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |

| 1 | Explain | na | ELD-SI.K-3.Explain | ● Share initial thinking with others
● Follow and describe cycles in diagrams, steps in procedures, or causes and effects
● Compare and contrast objects or concepts
● Offer ideas and suggestions
● Act on feedback to revise understandings of how or why something works | na | **Chapter 1:**
TE: L9: L1: A1; L2: A1; L5: A1

Chapter 2:
TE: L2: A2; L6: A2; L7: A2

Chapter 3:
TE: L1: A2; L4: A2; L6: A2

Chapter 4:
TE: L4: A2; L5: A2: L6: A1

Chapter 5:
TE: L1: A2; L4: A2; L6: A1

Chapter 6:
TE: L2: A1; L5: A1, A2; L7: A1, A2

Chapter 7:
TE: L6: A2; L7: A2; L9: A1, A2

Chapter 8:
TE: L1: A2; L5: A1, A2; L7: A1, A2

Chapter 9:
TE: L3: A1, A2; L4: A2; L6: A2, A2

Chapter 10:
TE: L1: A1; L3: A1, A2: L5: A1, A2

EnglishMat: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| 1 | Argue | na | ELD-SI.K-3.Argue | ● Ask questions about others' opinions
● Support own opinions with reasons
● Clarify and elaborate ideas based on feedback
● Defend change in one's own thinking
● Revise one's own opinions based on new information | na | **Chapter 1:**
TE: L1: A2; L2: A1

Chapter 2:
TE: L2: A2; L3: A1; L5: A1

Chapter 8:
TE: L1: Writing Practice; L9: Writing Practice |

2	Narrate	Interpretive	ELD-LA.1.Narrate.Interpretive	Interpret language arts narratives by ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to an event ● Identifying words and phrases that suggest feelings or appeal to the senses	na	**Chapter 1:** **TE: L8: A1; L9: A1** **Chapter 2:** **TE: L4: A1** **Chapter 3:** **TE: L5: A1** **Chapter 4:** **TE: L1: A2; L3: A1; L5: A1** **Chapter 5:** **TE: L1: A2; L2: A1; L4: A1; L5: A1** **Chapter 6:** **TE: L1: A1; L4: A1; L6: A1** **Chapter 7:** **TE: L1: A1; L6: A1; L8: A1** **Chapter 8:** **TE: L1: A1; L4: A1; L5: A1** **Chapter 9:** **TE: L2: A1; L5: A1** **Chapter 10:** **TE: L1: A1; L3: A1; L4: A1** **Resource Masters:** **Chapter 4: Printable 2**

| 2 | Narrate | Expressive | ELD-LA.1.Narrate.Expressive | Construct language arts narratives that
● Orient audience to story
● Develop story events
● Engage and adjust for audience | ■ Pictures, words, title, statements or common story expressions (Once upon a time) to introduce context
■ Noun groups to state who or what the story is about (the white swans, Joey's big family)
■ Simple statements to introduce the problem (They got lost.)
■ Prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night)
…
■ Verbs to describe what characters do, think, feel, and say
■ Connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so)
■ Pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place)
■ Simple statement to provide closure (The End, And then we went home.)
…
■ Pictures and other graphics to complement the storyline
■ Word choices to convey attitudes, develop suspense, share excitement (my best friend, really scary, wonderful!)
■ Literary and familiar expressions (big, ugly monster; run, run as fast as you can!), sensory language (yucky) onomatopoeia (BOOM! CRASH!) to add interest; tone of voice and gesturing to tell a story | **Chapter 1:**
TE: L8: Writing Practice

Chapter 2:
TE: L4: Writing Practice

Chapter 3:
TE: L3: A2

Chapter 4:
TE: L8: A1; L9: A1

Chapter 5:
TE: L9: A2

Chapter 6:
TE: L4: A2

Chapter 7:
TE: L8: A2

Chapter 8:
TE: L4: A2

EnglishMat: 4, 5, 6, 7, 8, 9, 10

Resource Masters:
Chapter 4: Printable 7, Printable 8
Chapter 7: Printable 11, Printable 12
Chapter 8: Printable 5 |

2	Inform	Interpretive	ELD-LA.1.Inform.Interpretive	Interpret informational texts in language arts by ● Identifying main topic and/or entity and key details ● Asking and answering questions about descriptions of attributes and characteristics ● Identifying word choices in relation to topic or content area	na	**Chapter 1:** **TE: L5: A1** **Chapter 2:** **TE: L8: A1; L9: A2** **Chapter 4:** **TE: L6: A2** **Chapter 5:** **TE: L7: A1** **Chapter 6:** **TE: L8: A1** **Chapter 7:** **TE: L4: A1; L5: A1** **Chapter 8:** **TE: L6: A1; L8: A1** **Chapter 9:** **TE: L1: A1** **Chapter 10:** **TE: L2: A1; L8: A1**
2	Inform	Expressive	ELD-LA.1.Inform.Expressive	Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Describe attributes and characteristics with facts, definitions, and relevant details	■ Title, generalized nouns to introduce topic (The Desert, Lizards) ■ Relating verbs (have, be, belong to) to define the topic (Lizards are reptiles.) or state of entity (The river is long.) ■ Pronouns (it, they), demonstratives (this, these, that, those), renaming (lizard=it) to reference topic across text … ■ Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (red and yellow feathers) ■ Prepositional phrases to describe place or location (on the ground, in Antarctica) ■ Compound sentences to add details (Birds like fruit and seeds. The river is long and deep.) ■ Doing verbs to describe actions (eats, lives) ■ Visuals (labeled drawings) to support information	**Chapter 2:** **TE: L9: Writing Practice** **Chapter 3:** **TE: L5: Writing Practice** **Chapter 4:** **TE: L2: Writing Practice; L5: A2; L9: Writing Practice** **Chapter 5:** **TE: L2: Writing Practice; L5: Writing Practice; L7: Writing Practice** **Chapter 6:** **TE: L2: Writing Practice; L3: Writing Practice; L5: Writing Practice; L7: Writing Practice; L9: Writing Practice; L10: Writing Practice** **Chapter 7:** **TE: L1: Writing Practice; L2: Writing Practice; L3: Writing Practice** **Chapter 8:** **TE: L3: A2; L6: A2; L7: A2; L8: A2** EnglishMat: 3
2	Argue	Interpretive	na	na	na	
2	Argue	Expressive	na	na	na	

3	Inform	Interpretive	ELD-MA.1.Inform.Interpretive	Interpret mathematical informational texts by ● Identifying concept or entity ● Describing attributes and characteristics	na		**Chapter 1:** **TE: L7: A1** **Chapter 10:** **TE: L7: A2**
3	Inform	Expressive	ELD-MA.1.Inform.Expressive	Construct mathematical informational texts that ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities	■ Generalized nouns to identify class of things (shapes, patterns, properties) ■ Relating verbs (be, have) to define, describe, or classify (Rectangles have four sides. This is a closed shape.) … ■ Expanded noun groups to add specificity (this has three equal sides) ■ Technical word choices to add precision and detail (flat or solid shapes) ■ Common phrasal verbs (part of, put together) to describe concepts (These two halves are part of the whole triangle.) ■ Conditional clauses (if/then) to demonstrate relationships (If I put these shapes together then I can make a rectangle.) … ■ Compare/contrast signals (both, same, different, but) to differentiate attributes of objects (They are both solids but this one is a triangle and this one is a cube.) ■ Causal connectors (because, so) to link ideas and provide reasoning (These two shapes are the same kind because they both have four sides.)		**Chapter 1:** **TE: L7: Writing Practice** **Chapter 8:** **TE: L9: A1** **Chapter 10:** **TE: L7: Writing Practice** **Resource Masters:** **Chapter 10: Printable 7**
3	Explain	Interpretive	na	na	na		
3	Explain	Expressive	na	na	na		
3	Argue	Interpretive	na	na	na		
3	Argue	Expressive	na	na	na		
4	Inform	Interpretive	ELD-SC.1.Inform.Interpretive	Interpret scientific informational texts by ● Determining what text is about ● Defining or classifying concept or entity	na		**Chapter 3:** **TE: L9: A1** **Chapter 5:** **TE: L7: A1** **Chapter 6:** **TE: L8: A1** **Chapter 8:** **TE: L6: A1; L8: A1** **Chapter 10:** **TE: L2: A1; L8: A1**

| 4 | Inform | Expressive | ELD-SC.1.Inform.Expressive | Construct scientific informational texts that
● Introduce others to topic or entity
● Define, describe, and classify concept, topic, or entity
● Summarize observations or factual information | ■ Generalized nouns to introduce topic or idea (Whales, Sound, Patterns)
■ Openers to address audience (Have you ever wondered about? Did you know?)
■ Relating verbs (belong to, have, be) to define or present state of entity (Whales are mammals.)
■ Pronouns (it, they) and demonstratives (this, that, these, those) to reference entity or concept across text (Paper vibrates. It makes a sound.)
...
■ Noun groups to add details that answer questions about what something is like, its qualities, and descriptions (floating objects, long, brown fur)
■ Visuals (labeled drawings, graphs, tables) to support information
■ Timeless present verbs to indicate generalizable nature of action (floats, sinks, eats, swims, turns)
■ Qualifiers (some, all, many) to describe observation or fact (some things float, all sound is vibration, many dolphins hunt together)
■ Sequence words (first, and, then, next, last) to clarify order or sequence of events (First whales swim to cold water, then...)
...
■ Compare/contrast signals (-er, -est, bigger than, more, both, but, different) to differentiate or summarize attributes, details or behaviors (Feathers float better than paper.)
■ Declarative statements to present conclusions (Some objects float and some sink.)
■ Speculation to hypothesize to additional contexts (I think, I wonder if...) | **Chapter 3:**
TE: L4: A2; L7: A2; L8: A2

Chapter 5:
TE: L2: Writing Practice; L3: Writing Practice; L7: Writing Practice; L8: A2

Chapter 6:
TE: L3: Writing Practice; L5: Writing Practice; L7: Writing Practice; L9: Writing Practice; L10: Writing Practice

Chapter 7:
TE: L1: Writing Practice; L2: Writing Practice; L9: A1; L10: A1

Chapter 8:
TE: L6: A2; L7: A2; L8: A2

Chapter 10:
TE: L1: A2; L2: A1; L4: A2

Resource Master:
Chapter 3: Printable 3
Chapter 5: Printable 6
Chapter 7: Printable7, Printable 8, Printable 12, Printable 13, Printable 14, Printable 15
Chapter 8: Printable 8 |
| 4 | Explain | Interpretive | ELD-SC.1.Explain.Interpretive | Interpret scientific explanations by
● Defining investigable questions or simple design problems based on observations and data about a phenomenon
● Analyzing several events and observations to help explain how or why a phenomenon occurs
● Identifying information from observations (that supports particular points in explanations) | na | **Chapter 7:**
TE: L6: A2; L7: A2; L9: A2

Chapter 8:
TE: L2: A1

Resource Master:
Chapter 7: Printable 8
Chapter 8: Printable 1 |

4	Explain	Expressive	ELD-SC.1.Explain.Expressive	Construct scientific explanations that ● Describe observations and/or data about a phenomenon ● Relate how a series of events causes something to happen ● Compare multiple solutions to a problem	■ Openers to engage audience (Did you know how frogs change?) ■ Abstract and technical terms to add precision (tadpole, adapt, life cycle) ■ Pictures, diagrams, graphs to add information or illustrate content ■ Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as this, that) … ■ Timeless verbs to state on-going facts about phenomenon (Tadpoles change into frogs) ■ Prepositional phrases to provide details (where, when, how; Tadpoles live in the water.) ■ Relating verbs (have, be, belong to) and conjunctions to state relationships or compare attributes (Tadpoles have gills but frogs have lungs.) ■ Connectors to express sequences in time (first, next, last) … ■ Visual data displays (charts, graphs) to support explanations ■ Declarative statements to present conclusions (Living things grow and change.) ■ Speculation to hypothesize to additional contexts (I think, I wonder if…)	**Chapter 10:** **TE: L6: A2; L9: A2** **Resource Master:** **Chapter 10: Printable 11**
4	Argue	Interpretive	na	na	na	
4	Argue	Expressive	na	na	na	
5	Inform	Interpretive	ELD-SS.1.Inform.Interpretive	Interpret informational texts in social studies by ● Determining topic associated with compelling or supporting questions ● Defining and classifying attributes, characteristics, and qualities in relevant information	na	**Chapter 3:** **TE: L9: A1** **Chapter 9:** **Lesson 5: A1; L6: A1; L7: A1; L8: A1; L9: A1**

5	Inform	Expressive	ELD-SS.1.Inform.Expressive	Construct informational texts in social studies that ● Introduce topic associated with compelling or supporting questions ● Provide details about disciplinary ideas	■ Generalized nouns to introduce topic (weather, maps, environment) ■ Pronouns (it, they), demonstratives (this, these, that, those), to reference topic or ideas across text ■ Relating verbs (have, be, belong) to define topic or type of information (There are seven continents.) ■ Verbs (are going to, will,) to link compelling questions with topic (We're going to learn about what people do in different places.) … ■ Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities (hot places, many countries, lots of rain) ■ Prepositional phrases to describe place or location (below the Equator, on the corner, underground, in the desert) ■ Adverbials to specify periods of time, duration, specific points in time (last year, long ago, August 12, in the future, everyday) ■ Visuals, labeled drawings to support ideas and information ■ Compound sentences to add details (Rice grows in hot and wet places.)	**Chapter 9:** **TE: L4: A2; L5: Writing Practice; L7: Writing Practice; L8: Writing Practice; L9: Writing Practice; L10: A2** **Resource Masters:** **Chapter 9: Printable 2, Printable 5, Printable 9, Printable 10, Printable 11**
5	Explain	Interpretive	na	na	na	
5	Explain	Expressive	na	na	na	
5	Argue	Interpretive	ELD-SS.1.Argue.Interpretive	Interpret social studies arguments by ● Identifying topic ● Analyzing evidence gathered from source ● Evaluating source based on distinctions between fact and opinion	na	**Chapter 10:** **TE: L2:** A1

| 5 | Argue | Expressive | ELD-SS.1.Argue.Expressive | Construct social studies arguments that
● Introduce topic
● Select relevant information to support claim with evidence
● Show relationship between claim and evidence, and reasoning | ■ Title, generalized nouns to introduce topic (Fresh fruit for lunch)
■ Declarative statements to identify position (School lunch should have fresh fruit.) and/or provide background information (Fruit is good for children to eat.)
■ Pronouns (it, they, we, our), demonstratives (these, this, that, those), and renaming subject(food=it; students=we=children) to reference topic across text
…
■ Relating verbs (have, be) to identify topic (Fruit is part of the food pyramid. Children need fruit every day.)
■ Prepositional phrases to identify time and place (every day, at lunch, in school)
■ Visuals (labeled drawings) to support purpose
■ Expanded noun phrases to add details (fresh fruit, healthy food)
…
■ Connectors (because, so, and) to link claims with evidence and reasoning (We should eat fruit every day because it has vitamins to help us grow.) | **Chapter 10:**
TE: L2: A2 |