Ballard & Tighe

Hands-On English

correlated to
WIDA ELD Standards Framework, 2020 Edition
Kindergarten
Citation-Based

Hands-On ENGLISH
An English Language Development Program
K-1 Beginners
Created by Teachers, for Teachers

www.ballard-tighe.com

Standard	Key Language Use	Interpretive or Expressive	Kindergarten Notation	Kindergarten	Kindergarten 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.K.Narrate.Interpretive | Interpret language arts narratives (with prompting and support) by
● Identifying key details
● Identifying characters, settings, and major events
● Asking and answering questions about unknown words in a text | 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.K.Narrate.Expressive | Construct language arts narratives (with prompting and support) that
● Orient audience to story
● Describe story events | ■ Pictures, words, title, simple statements, or common story expressions to introduce context
■ Noun groups to state who or what the story is about (tall man, baby bear)
■ Prepositional phrases to specify location and time (at Grandma's house, by the river; in the winter, at night)
...
■ Verbs to describe character actions (jumped), feelings (was sad), behaviors (eating)
■ Connectors to establish sequence (then, after, and)
■ Pronouns and renaming to reference a character across the text (the girl=she=Nancy) | **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.K.Inform.Interpretive | Interpret informational texts in language arts (with prompting and support) by
● Identifying main topic and key details
● Asking and answering questions about descriptions of familiar 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.K.Inform.Expressive	Construct informational texts in language arts (with prompting and support) that ● Introduce topic for audience ● Describe details and facts	■ Pictures, words, title to identify topic ■ Pronouns to reference entity (farmers=they) ■ Oral recounting to share information (The farmers grow food.) ... ■ Nouns to label visuals (fruit, oranges) ■ Verbs to label actions (farming) ■ Prepositional phrases to tell about where (on the farm, in the trees) ■ 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** **Resource Masters:** **Chapter 4: Printable 5** **Chapter 8: Printable 4, Printable 7; Printable 8**
2	Argue	Interpretive	na	na	na	
2	Argue	Expressive	na	na	na	
3	Inform	Interpretive	ELD-MA.K.Inform.Interpretive	Interpret mathematical informational texts (with prompting and support) by ● Identifying concept or object ● Describing quantities and attributes	na	**Chapter 1:** **TE: L7: A1** **Chapter 10:** **TE: L7: A2**

3	Inform	Expressive	ELD-MA.K.Inform.Expressive	Construct mathematical informational texts (with prompting and support) that ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities	■ Single nouns to represent class of things (colors, shapes, patterns) ■ Relating verbs (be, have) to define, describe, or classify (The pattern is red, blue, red, blue.) ... ■ Expanded noun groups to add specificity (The red star has five points.) ■ Sequential signals (first, second, then, last) to describe patterns (First is a green bear, then two blue bears.) ■ Prepositional phrases (behind, on top of, under, next to, below, above) to specify location (The blue star is next to the green triangle.) ... ■ Comparison/contrast language (both, same, different) and pointing to differentiate between entities (This pattern is different than that one.) ■ Causal language (because, so) and demonstration to provide reasoning (I can make a triangle because I have three sticks.)	**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.K.Inform.Interpretive	Interpret scientific informational texts by ● Determining what text is about ● Defining or classifying a 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.K.Inform.Expressive | Construct scientific informational texts that
● Introduce others to a topic or entity
● Provide details about an entity | ■ Pictures, words, drawings to introduce others to the topic
■ Generalized nouns to identify class of things (pollinators, insects)
■ Pronouns (it, they) to reference entity or idea (insects=they) (demonstratives identify that this is a plant)
■ Oral recounting to share information (The butterflies fly for a really long time.)
…
■ Prepositional phrases to tell about where (in the trees, on the flowers, next to, above, below)
■ Verbs to label actions (fly, grow, eat)
■ Relating verbs (be, have) to define entity (Butterflies are pollinators. Butterflies have antennae.)
■ Adjectives to add details (red and black wings)
■ Pictures, labeled drawings, words to categorize, compare, and contrast information (moths=night, butterflies=day) | **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.K.Explain.Interpretive | Interpret scientific explanations by
● Defining investigable questions or simple design problems based on observations and data about a phenomenon
● Using information from observations to find patterns and to explain how or why a phenomenon occurs | 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.K.Explain.Expressive	Construct scientific explanations that ● Describe information from observations about a phenomenon ● Relate how a series of events causes something to happen ● Compare multiple solutions to a problem	■ Single words to identify context (floating, sinking) ■ Relating verbs (have, be) to state relationships or attributes ■ Pictures, diagrams, to add information or illustrate phenomenon ... ■ Nouns to represent concepts (investigation) ■ Simple sentences to describe the phenomenon (A feather floats.) ■ Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives (it, a, the, this, that) ■ Causal connectors to combine ideas into logical relationships (so, because, when/then) ■ Connectors to link or compare observations (Paper floats but rocks sink.) ... ■ Simple statements to represent conclusions (Heavy things float.)	**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.K.Inform.Interpretive	Interpret informational texts in social studies by ● Determining topic associated with a compelling or supporting question ● Defining attributes and characteristics 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.K.Inform.Expressive	Construct informational texts in social studies that ● Introduce topic associated with a compelling or supporting question ● Provide a detail about relevant information	■ Pictures, words, title to identify topic or concept (My Neighborhood, Activities) ■ Visuals (labeled drawings, diagrams) to share information about topic attributes ... ■ Nouns to label visuals or cultural items (family members, weather words, food, events) ■ Verbs to label actions and activities (dancing, cooking) ■ Prepositional phrases to tell about location (on the block, in the house, next to the store, at Grandma's house, on the bus) ■ Adjectives to add description to labeled nouns and simple sentences (It is a sunny day.)	**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	na	na	na	
5	Argue	Expressive	na	na	na	