

**English Language Proficiency Standards
Kindergarten
correlated to
Hand-On English - Teacher's Edition
Ballard & Tighe**

Kindergarten ELP Standards				
Level 1	Level 2	Level 3	Level 4	Level 5
K.1 An ELL can... construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.				
<p>with prompting and support (including context and visual aids), use a very limited set of strategies to</p> <ul style="list-style-type: none"> • identify a few key words from read-alouds and oral presentations of information or stories. <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6:</p>	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to</p> <ul style="list-style-type: none"> • identify some key words and phrases from read-alouds and oral presentations. <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7</p>	<p>with prompting and support (including context and visual aids), use a developing set of strategies to</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details from read-alouds and oral presentations, <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7</p>	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to</p> <ul style="list-style-type: none"> • identify main topics, • answer questions about key details or parts of stories and • retell events from stories. from read-alouds, picture books, and oral presentations. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<p>with prompting and support (including context and visual aids), use a wide range of strategies to</p> <ul style="list-style-type: none"> • identify main topics, • answer questions about key details • retell familiar stories from read-alouds, picture books, and oral presentations. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4	Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4	Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4		
K.2 An ELL can... participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.				
<ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple questions and some wh- questions about familiar topics. <p>Chapter 1: L2; L3; L4; L5; L10; Capstone Project; English</p>	<ul style="list-style-type: none"> participate in short conversations respond to simple questions and wh- questions about familiar topics. <p>Chapter 1: L2; L3; L4; L5; L10; Capstone Project; English Mat; Chapter</p>	<ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple questions and wh- questions about familiar topics. <p>Chapter 1: L2; L3; L4; L5; L10; Capstone Project; English Mat; Chapter</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion about a variety of topics. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of</p>

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Mat; Chapter Reflection Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 3: L2; L4; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 4: L1; L2; Capstone Project; English Mat; Chapter Reflection Chapter 5: L2; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 6: L1; L2; L4; L6; L8; Capstone Project; English Mat; Chapter Reflection Chapter 7:	Reflection Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection Chapter 3: L2; L4; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 4: L1; L2; Capstone Project; English Mat; Chapter Reflection Chapter 5: L2; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 6: L1; L2; L4; L6; L8; Capstone Project; English Mat; Chapter Reflection	Reflection Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection Chapter 3: L2; L4; L8; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 4: L1; L2; L8; L10; Capstone Project; English Mat; Chapter Reflection Chapter 5: L2; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 6: L1; L2; L4; L6; L8; Capstone Project; English Mat; Chapter	the program, but no independent achievement of the skills is expected.	the program, but no independent achievement of the skills is expected.

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L4; Capstone Project; English Mat; Chapter Reflection Chapter 8: L8; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 9: L2; L3; Capstone Project; English Mat; Chapter Reflection Chapter 10: L1; L5; L7; L10; Capstone Project; English Mat; Chapter Reflection	Chapter 7: L4; Capstone Project; English Mat; Chapter Reflection Chapter 8: L8; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 9: L2; L3; Capstone Project; English Mat; Chapter Reflection Chapter 10: L1; L5; L7; L10; Capstone Project; English Mat; Chapter Reflection	Reflection Chapter 7: L4; Capstone Project; English Mat; Chapter Reflection Chapter 8: L8; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 9: L2; L3; L6; L7; L9; L10; Capstone Project; English Mat; Chapter Reflection Chapter 10: L1; L5; L7; L10; Capstone Project; English Mat; Chapter Reflection		
K.3 An ELL can... speak and write about grade-appropriate complex literary and informational texts and topics.				
<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or 	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, 	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, 	<ul style="list-style-type: none"> tell or dictate simple messages about a variety of topics or experiences 	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a

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<p>experiences.</p> <p>Students communicate information and feelings through <i>Oral Practice</i> routines found throughout text. See examples:</p> <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p> <p>Chapter 3: L2; L6</p> <p>Chapter 4: L5; L7</p>	<p>experiences, events, or objects in the environment.</p> <p>Students communicate information and feelings through <i>Oral Practice</i> routines found throughout text. See examples:</p> <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p> <p>Chapter 3: L2; L6</p> <p>Chapter 4: L5; L7</p> <p>Chapter 5: L9</p> <p>Chapter 6: L4; L8</p>	<p>experiences, or events.</p> <p>Students communicate information and feelings through <i>Oral Practice</i> routines found throughout text. See examples:</p> <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p> <p>Chapter 3: L2; L6</p> <p>Chapter 4: L5; L7</p> <p>Chapter 5: L9</p> <p>Chapter 6: L4; L8</p>	<p>Chapter 1: L9</p> <p>Chapter 3: L5; L6; L10</p> <p>Chapter 4: L9</p> <p>Chapter 5: L4</p> <p>Chapter 6: L10</p> <p>L8</p>	<p>variety of topics, experiences, or events.</p> <p>Chapter 1: L8; L9; Capstone Project; English Mat</p> <p>Chapter 2: L3; L4; L7; L8; Capstone Project; English Mat</p> <p>Chapter 3: L5; L6; L8; L10; Capstone Project; English Mat</p> <p>Chapter 4: L5; L9; Capstone Project; English Mat</p> <p>Chapter 5:</p>

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Chapter 5: L9 Chapter 6: L4; L8 Chapter 7: L4; L7 Chapter 8: L9; L10 Chapter 9: L3; L6 Chapter 10: L2; L4; L9	Chapter 7: L4; L7 Chapter 8: L9; L10 Chapter 6: L4; L8 Chapter 7: L4; L7 Chapter 8: L9; L10 Chapter 9: L3; L6 Chapter 10: L2; L4; L9	Chapter 7: L4; L7 Chapter 8: L9; L10 Chapter 6: L4; L8 Chapter 7: L4; L7 Chapter 8: L9; L10 Chapter 9: L3; L6 Chapter 10: L2; L4; L9	Chapter 8: L4 Chapter 9: L10 Chapter 7: L8 Chapter 8: L4 Chapter 9: L10 Chapter 10: L4	L2; L3; L4; L5; L6; L9; Capstone Project; English Mat Chapter 5: L2; L3; L4; L5; L6; L9; Capstone Project; English Mat Chapter 6: L5; L7; L9; L10; Capstone Project; English Mat Chapter 7: L1; L2; L3; L6; L8; Capstone Project; English Mat Chapter 8: L1; L4; L6; L7; L8; L9; Capstone Project; English Mat Chapter 9: L6; L7; L9; L10; Capstone Project; English Mat

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				Chapter 10: L2; L6; L9; Capstone Project; English Mat
K.4 An ELL can... construct grade-appropriate oral and written claims and support them with reasoning and evidence.				
<ul style="list-style-type: none"> express a feeling or opinion about a familiar topic showing limited control. <p>Chapter 3: L2; L3; L7; L10</p>	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic showing emerging control. <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p> <p>Chapter 5: L9</p>	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic or story showing developing control. <p>Chapter 1: L1; L2; L9</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10</p> <p>Chapter 8: L9</p> <p>Chapter 10: Chapter Reflection</p>	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>
K.5 An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.				
with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,

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<ul style="list-style-type: none"> recall information from experience or from a provided source. <p>Chapter 1: L8</p> <p>Chapter 2: L4</p> <p>Chapter 3: L5</p> <p>Chapter 4: L3</p> <p>Chapter 7: L8</p> <p>Chapter 9: L5</p> <p>Chapter 10:</p>	<ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. <p>Chapter 1: L5; L8</p> <p>Chapter 2: L4; L8</p> <p>Chapter 3: L5; L9</p> <p>Chapter 4: L3; L6</p> <p>Chapter 5: L4; L7</p> <p>Chapter 6: L4; L6; L8</p> <p>Chapter 7: L4; L5; L8</p> <p>Chapter 8: L4; L6</p> <p>Chapter 9:</p>	<ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing developing control.</p> <p>Chapter 1: L5; L8</p> <p>Chapter 2: L4; L8</p> <p>Chapter 3: L5; L9</p> <p>Chapter 4: L3; L6</p> <p>Chapter 5: L4; L7</p> <p>Chapter 6: L4; L6; L8</p> <p>Chapter 7: L4; L5; L8</p> <p>Chapter 8: L4; L6</p> <p>Chapter 9:</p>	<ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p> <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>	<ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p> <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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L4	L1; L5 Chapter 10: L2; L4	L1; L5 Chapter 10: L2; L4		
K.6 An ELL can... analyze and critique the arguments of others orally and in writing.				
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points. Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.	with prompting and support, <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points. Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.
K.7 An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.				
[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> show a developing awareness of the 	<ul style="list-style-type: none"> show awareness of differences between

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			<p>difference between appropriate language for the playground and language for the classroom.</p> <p>Opportunities exist for students to practice standard in <i>Presentation activities</i> at the end of the Capstone Project after each Chapter.</p>	<p>informal, 'playground speech,' and language appropriate to the classroom</p> <ul style="list-style-type: none"> • use some words learned through conversations, reading, and being read to. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>
K.8 An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.				
with prompting and	with prompting and	with prompting and	with prompting and	with prompting and

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<p>support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events. <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8</p>	<p>support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. <p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8</p>	<p>support (including context and visual aids),</p> <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. <p>Opportunities exist for students to practice standard through <i>Text Work</i> activities before each reading.</p>	<p>support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events. <p>Opportunities exist for students to practice standard through <i>Text Work</i> activities before each reading.</p>	<p>support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events. <p>Opportunities exist for students to practice standard through <i>Text Work</i> activities before each reading.</p>

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Level 1	Level 2	Level 3	Level 4	Level 5
Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4	Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4			
K.9 An ELL can...create clear and coherent grade-appropriate speech and text.				
[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	with support (including visual aids, context), <ul style="list-style-type: none"> retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then). Chapter 4: L3; L7; Capstone Project Chapter 5:	with support (including visual aids, context), <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words. Chapter 4: L3; L7; Capstone Project Chapter 5:	with a beginning, middle, and end, with support (including visual aids), <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words. Chapter 4: L3; L7; Capstone Project Chapter 5:

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		L5 Chapter 7: L8 Chapter 9: L5	L5 Chapter 7: L8 Chapter 9: L5	L5 Chapter 7: L8 Chapter 9: L5
K.10 An ELL can... make accurate use of standard English to communicate in grade-appropriate speech and writing.				

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<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs, understand and respond to simple questions. <p>Standard met throughout text. See examples:</p> <p>Chapter 1: L2; L6</p> <p>Chapter 2: L1; L2</p> <p>Chapter 6: L3</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns and verbs and short phrases; respond to yes/no and wh- questions; and produce a few simple sentences in shared language activities. <p>Chapter 1: L2; L3; L4; L5; L6; L10; English Mat</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions; use and respond to question words produce simple sentences in shared language activities. <p>Chapter 1: L2; L3; L4; L5; L6; L10; English Mat</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection</p>	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce and expand simple sentences in shared language activities. <p>Chapter 1: L2; L3; L4; L5; L6; L10; English Mat</p> <p>Chapter 2: L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection</p>	<p>with increasing independence,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer questions using interrogatives (wh-questions) produce and expand simple sentences in shared language activities. <p>Structured and highly supported practice of these skills is included in the last 3-4 chapters of the program, but no independent achievement of the skills is expected.</p>

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