

A Correlation of

**ReadyGEN**

Grade 1, ©2016



To the

**California**

**English Language Development Standards**

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the California English Language Development Standards (ELD). Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

**ReadyGEN ©2016** is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### **Authentic Text at the Core of Instruction**

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students' behavior from passive to active learning

### **Supportive, Flexible, and Customizable**

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher's Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

### **Assessment for Responsive Teaching**

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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**Part 2 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight  
Grade One – California English Language Development Standards**

The California English Language Development Standards (CA ELD Standards) describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content, with particular alignment to the key knowledge, skills, and abilities for achieving college- and career-readiness described in the Common Core State Standards for ELA. However, the CA ELD Standards do not repeat the Common Core State Standards for ELA, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>PART I: INTERACTING IN MEANINGFUL WAYS</b>				
	<b>A. Collaborative</b>				
	<b>1. Exchanging information and ideas</b>				
PI.1.1.Em	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.	<b>TG U1:</b> 13, 15, 17, 36, 37, 42, 43, 53, 63, 66, 73, 81, 83, 93 <b>TG U2:</b> 22, 26, 27, 32, 35, 36, 37, 43, 77, 82, 87, 103, 133, 136, 137 <b>TG U3:</b> 12, 26, 42, 53, 83, 92, 94, 95, 96, 97, 102, 113, 123, 133, 137 <b>TG U4:</b> 162, 164, 173, 179, 193, 202, 223, 232, 236, 237, 243, 256, 267, 273 <b>TG U5:</b> 34, 36, 37, 43, 46, 53, 84, 86, 87, 103, 112, 113, 114, 117, 123 <b>TG U6:</b> 36, 53, 63, 83, 103, 115, 123, 136, 137, 173, 192, 194, 196, 263			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.1.1.Ex	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	<p><b>TG U1:</b> 23, 44, 53, 54, 63, 67, 83, 93, 94, 104, 113, 123, 133, 174, 184, 187</p> <p><b>TG U2:</b> 173, 174, 194, 213, 214, 223, 233, 272, 273, 274, 277</p> <p><b>TG U3:</b> 64, 73, 83, 84, 93, 102, 103, 113, 114, 134, 184, 193, 204, 254, 274</p> <p><b>TG U4:</b> 82, 93, 102, 104, 113, 114, 123, 132, 134, 166, 174, 184, 197, 204, 213</p> <p><b>TG U5:</b> 13, 52, 78, 93, 102, 122, 124, 133, 134, 166, 174, 184, 197, 204, 213</p> <p><b>TG U6:</b> 63, 74, 193, 203, 208, 214, 222, 232, 233, 248, 262, 264, 272, 273, 276</p>			
PI.1.1.Br	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	<p><b>TG U1:</b> 14, 18, 28, 34, 43, 44, 53, 54, 64, 73, 84, 93, 203, 207, 223</p> <p><b>TG U2:</b> 22, 26, 27, 32, 35, 36, 37, 43, 77, 82, 87, 103, 133, 136, 137</p> <p><b>TG U3:</b> 12, 26, 42, 53, 83, 92, 94, 95, 96, 97, 102, 113, 123, 133, 137</p> <p><b>TG U4:</b> 82, 93, 102, 104, 113, 114, 123, 132, 134, 166, 174, 184, 197, 204, 213</p> <p><b>TG U5:</b> 13, 52, 78, 93, 102, 122, 124, 133, 134, 166, 174, 184, 197, 204, 213</p> <p><b>TG U6:</b> 63, 74, 193, 203, 208, 214, 222, 232, 233, 248, 262, 264, 272, 273, 276</p>			

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			Y	N	
	<b>2. Interacting via written English</b>				
PI.1.2.Em	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TG U1:</b> 29, 39, 59, 69, 139, 169, 179, 189, 259, 269 <b>TG U2:</b> 29, 130, 140, 169, 179, 189, 199 <b>TG U3:</b> 49, 69, 79, 89, 99, 109, 119, 129, 139, 189, 199 <b>TG U4:</b> 59, 69, 79, 99, 129, 218, 259 <b>TG U5:</b> 39, 49, 59, 99, 119, 140, 169, 179, 190, 220, 240, 279 <b>TG U6:</b> 29, 39, 59, 69, 139, 169, 179, 189, 259, 269			
PI.1.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TG U1:</b> 29, 39, 59, 69, 139, 169, 179, 189, 259, 269 <b>TG U2:</b> 29, 130, 140, 169, 179, 189, 199 <b>TG U3:</b> 49, 69, 79, 89, 99, 109, 119, 129, 139, 189, 199 <b>TG U4:</b> 59, 69, 79, 99, 129, 218, 259 <b>TG U5:</b> 39, 49, 59, 99, 119, 140, 169, 179, 190, 220, 240, 279 <b>TG U6:</b> 29, 39, 59, 69, 139, 169, 179, 189, 259, 269			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.1.2.Br	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TG U1:</b> 29, 39, 59, 69, 139, 169, 179, 189, 259, 269 <b>TG U2:</b> 29, 130, 140, 169, 179, 189, 199 <b>TG U3:</b> 49, 69, 79, 89, 99, 109, 119, 129, 139, 189, 199 <b>TG U4:</b> 59, 69, 79, 99, 129, 218, 259 <b>TG U5:</b> 39, 49, 59, 99, 119, 140, 169, 179, 190, 220, 240, 279 <b>TG U6:</b> 29, 39, 59, 69, 139, 169, 179, 189, 259, 269			
	<b>3. Offering opinions</b>				
PI.1.3.Em	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i> ), as well as open responses in order to gain and/or hold the floor.	<b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140 <b>TG U3:</b> 30, 40, 50, 60, 70, 90, 110, 120, 130, 140, 170, 180, 200, 210 <b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 210, 220, 230, 240, 260 <b>TG U5:</b> 30, 50, 60, 70, 80, 90, 100, 110, 130, 140, 170, 200, 230, 280 <b>TG U6:</b> 20, 30, 40, 50, 60, 70, 80, 90, 120, 180, 200, 210, 220, 240, 250			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.1.3.Ex	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i> ), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.	<b>TG U2:</b> 20, 27, 30, 37, 40, 50, 60, 62, 70, 80, 90, 100, 110, 120, 130 <b>TG U3:</b> 52, 92, 94, 122, 170, 180, 190, 210, 220, 230, 240, 250, 255, 260, 270 <b>TG U4:</b> 42, 44, 118, 122, 185, 214, 236, 237, 246, 256, 266 <b>TG U5:</b> 72, 112, 114 <b>TG U6:</b> 222, 224, 272, 276			
PI.1.3.Br	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i> ), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.	For related content, please see: <b>TG U2:</b> 20, 27, 30, 37, 40, 50, 60, 62, 70, 80, 90, 100, 110, 120, 130 <b>TG U3:</b> 52, 92, 94, 122, 170, 180, 190, 210, 220, 230, 240, 250, 255, 260, 270 <b>TG U4:</b> 42, 44, 118, 122, 185, 214, 236, 237, 246, 256, 266 <b>TG U5:</b> 72, 112, 114 <b>TG U6:</b> 222, 224, 272, 276			
	<b>4. Adapting language choices</b>				
PI.1.4.Em	No standard for grade 1.				
PI.1.4.Ex	No standard for grade 1.				
PI.1.4.Br	No standard for grade 1.				



Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>B. Interpretive</b>				
	<b>5. Listening actively</b>				
PI.1.5.Em	Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and <i>wh</i> - questions with oral sentence frames and substantial prompting and support.	<p><b>TG U1:</b> 12, 22, 30, 32, 40, 52, 62, 72, 80, 92, 102, 112, 120, 122, 132, 162, 192</p> <p><b>TG U2:</b> 20, 32, 42, 52, 62, 72, 82, 90, 140, 202, 212, 222, 232, 242, 252, 262</p> <p><b>TG U3:</b> 52, 72, 82, 92, 102, 110, 132, 162, 172, 182, 202, 212, 222, 232, 242</p> <p><b>TG U4:</b> 32, 52, 62, 82, 92, 102, 112, 122, 132, 202, 232, 242, 252, 262</p> <p><b>TG U5:</b> 22, 32, 42, 52, 60, 72, 82, 192, 202, 210, 222, 232, 242, 252, 262</p> <p><b>TG U6:</b> 52, 70, 82, 92, 102, 110, 132, 162, 172, 182, 202, 212, 222, 230, 242</p>			
PI.1.5.Ex	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	<p><b>TG U1:</b> 12, 22, 30, 32, 40, 52, 62, 72, 80, 92, 102, 112, 120, 122, 132, 140, 192</p> <p><b>TG U2:</b> 20, 32, 42, 52, 62, 72, 82, 90, 121, 140, 202, 212, 222, 242, 252, 262</p> <p><b>TG U3:</b> 52, 72, 82, 92, 102, 110, 132, 162, 172, 182, 202, 212, 222, 232, 242</p> <p><b>TG U4:</b> 32, 52, 62, 82, 92, 102, 112, 122, 132, 202, 232, 242, 252, 262</p> <p><b>TG U5:</b> 22, 32, 42, 52, 60, 72, 82, 192, 202, 210, 222, 232, 242, 252, 262</p> <p><b>TG U6:</b> 52, 70, 82, 92, 102, 110, 132, 162, 172, 182, 202, 212, 222, 230, 242</p>			

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			Y	N	
PI.1.5.Br	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	<p><b>TG U1:</b> 12, 22, 30, 32, 40, 52, 62, 72, 80, 92, 102, 112, 120, 122, 132, 140, 192</p> <p><b>TG U2:</b> 20, 32, 42, 52, 62, 72, 82, 90, 121, 140, 202, 212, 222, 242, 252, 262</p> <p><b>TG U3:</b> 52, 72, 82, 92, 102, 110, 132, 162, 172, 182, 202, 212, 222, 232, 242</p> <p><b>TG U4:</b> 32, 52, 62, 82, 92, 102, 112, 122, 132, 202, 232, 242, 252, 262</p> <p><b>TG U5:</b> 22, 32, 42, 52, 60, 72, 82, 192, 202, 210, 222, 232, 242, 252, 262</p> <p><b>TG U6:</b> 52, 70, 82, 92, 102, 110, 132, 162, 172, 182, 202, 212, 222, 230, 242</p>			
	<b>6. Reading/viewing closely</b>				
PI.1.6.Em	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	<p><b>TG U1:</b> 13, 26, 27, 47, 55, 63, 122, 163, 273, 277</p> <p><b>TG U2:</b> 15, 36, 92, 93, 105, 106, 107, 183, 213</p> <p><b>TG U3:</b> 16, 63, 64, 96, 116, 173, 176, 214, 273</p> <p><b>TG U4:</b> 62, 64, 74, 76, 93, 104, 347, 252, 256, 262, 263</p> <p><b>TG U5:</b> 13, 23, 76, 106, 194, 196, 226, 244, 246, 252</p> <p><b>TG U6:</b> 16, 24, 26, 34, 56, 76, 204, 206, 226, 232, 234, 253, 256</p>			

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			Y	N	
PI.1.6.Ex	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	<b>TG U3:</b> 35, 37, 64, 94, 102, 107, 173, 214, 255 <b>TG U4:</b> 55, 62, 64, 74, 104, 106, 122, 224, 234, 256, 262 <b>TG U5:</b> 23, 72, 76, 96, 104, 106, 122, 224, 234, 254, 256, 262 <b>TG U6:</b> 14, 24, 27, 34, 34, 77, 204, 207, 227, 232, 234, 244, 254, 257, 263			
PI.1.6.Br	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	<b>TG U2:</b> 257 <b>TG U3:</b> 85, 97, 137, 174, 177, 214, 256, 257 <b>TG U4:</b> 47, 64, 66, 67, 74, 104, 122, 216, 224, 254, 256, 257 <b>TG U5:</b> 27, 96, 104, 185, 197, 227, 232, 242, 247, 254 <b>TG U6:</b> 17, 24, 27, 34, 77, 204, 227, 234, 244, 254, 263			
	<b>7. Evaluating language choices</b>				
PI.1.7.Em	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	<b>TG U1:</b> 26 <b>TG U2:</b> 104, 106 <b>TG U3:</b> 16, 22, 72, 73, 82, 92, 96, 112, 114, 116, 132 <b>TG U4:</b> 64, 66, 92, 104, 106, 123, 124 <b>TG U6:</b> 24			
PI.1.7.Ex	Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.	<b>TG U2:</b> 13, 104, 107 <b>TG U3:</b> 16, 22, 62, 72, 73, 82, 92, 97, 112, 114, 117, 132 <b>TG U4:</b> 64, 67, 104, 107, 126 <b>TG U5:</b> 63 <b>TG U6:</b> 24, 26			

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			Y	N	
PI.1.7.Br	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	<b>TG U2:</b> 104, 107 <b>TG U3:</b> 17, 62, 82, 92, 97, 112, 114, 117, 132 <b>TG U4:</b> 64, 67, 104, 107, 124, 127 <b>TG U5:</b> 63 <b>TG U6:</b> 24			
<b>8. Analyzing language choices</b>					
PI.1.8.Em	Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i> ) produce a different effect on the audience.	<b>TG U2:</b> 183			
PI.1.8.Ex	Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i> ) produce shades of meaning and a different effect on the audience.	<b>TG U2:</b> 54, 94 <b>TG U3:</b> 44			
PI.1.8.Br	Distinguish how multiple different words with similar meaning (e.g., <i>big</i> , <i>large</i> , <i>huge</i> , <i>enormous</i> , <i>gigantic</i> ) produce shades of meaning and a different effect on the audience.	<b>TG U2:</b> 54, 94 <b>TG U3:</b> 44			
<b>C. Productive</b>					
<b>9. Presenting</b>					
PI.1.9.Em	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	<b>TG U1:</b> 20, 30, 50, 110, 170, 180, 210, 230, 260 <b>TG U2:</b> 20, 80, 100, 120, 170, 180, 190, 200, 230 <b>TG U3:</b> 20, 70, 170, 230, 270 <b>TG U4:</b> 20, 30, 90, 100, 170, 230 <b>TG U5:</b> 20, 30, 90, 100, 190, 210, 240, 250, 260 <b>TG U6:</b> 20, 70, 170, 190, 260			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.1.9.Ex	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, etc.).	<b>TG U1:</b> 40, 60, 70, 80, 90, 120, 180, 220 <b>TG U2:</b> 30, 40, 110, 130, 210, 220, 240, 270 <b>TG U3:</b> 30, 60, 90, 100, 130, 180, 190, 210, 240, 250, 260 <b>TG U4:</b> 40, 60, 70, 110, 130, 180, 190, 210, 270 <b>TG U5:</b> 40, 50, 70, 120, 220, 270 <b>TG U6:</b> 30, 50, 70, 80, 100, 110, 120, 130, 200, 230, 270			
PI.1.9.Br	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	<b>TG U1:</b> 100, 130, 140, 200, 240, 250, 270, 280 <b>TG U2:</b> 50, 60, 70, 90, 140, 250, 260, 280 <b>TG U3:</b> 40, 50, 80, 110, 120, 140, 200, 220, 280 <b>TG U4:</b> 50, 80, 120, 140, 200, 210, 220, 250, 260, 280 <b>TG U5:</b> 60, 80, 110, 130, 140, 170, 180, 200, 230, 280 <b>TG U6:</b> 40, 60, 90, 140, 180, 210, 220, 240, 250, 280			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<b>10. Writing</b>				
PI.1.10.Em	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	<b>TG U1:</b> 28-30, 58-60, 78-80, 168-170, 218-220, 228-230 <b>TG U2:</b> 78-80, 98-100, 108-110, 118-120, 178-180, 188-190, 198-200, 218-220, 228-230 <b>TG U3:</b> 18-20, 28-30, 88-90 <b>TG U4:</b> 38-40, 108-110, 178-180, 188-190, 198-200 <b>TG U5:</b> 18-20, 68-70, 98-100, 168-170, 188-190, 208-210, 218-220, 258-260 <b>TG U6:</b> 18-20, 28-30, 78-80, 108-110, 118-120, 168-170, 188-190, 208-210			
PI.1.10.Ex	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	<b>TG U1:</b> 38-40, 48-50, 58-60, 68-70, 88-90, 108-110, 178-180, 188-190, 248-250, 258-260 <b>TG U2:</b> 18-20, 28-30, 48-50, 58-60, 128-130, 198-200, 238-240, 268-270 <b>TG U3:</b> 38-40, 58-60, 68-70, 98-100, 108-110, 118-120 <b>TG U4:</b> 18-20, 28-30, 88-90, 98-100, 118-120, 168-170, 208-210, 218-220, 238-240, 268-270 <b>TG U5:</b> 28-30, 38-40, 48-50, 88-90, 108-110, 118-120, 228-230, 238-240, 248-250, 268-270 <b>TG U6:</b> 48-50, 58-60, 98-100, 128-130, 198-200, 218-220, 268-270			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.1.10.Br	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	<p><b>TG U1:</b> 108-100, 118-120, 128-130, 138-140, 198-200, 208-210, 239-240, 259-260, 269-270, 279-280</p> <p><b>TG U2:</b> 38-40, 68-70, 88-90, 138-140, 248-250, 258-260, 278-280</p> <p><b>TG U3:</b> 48-50, 78-80, 128-130</p> <p><b>TG U4:</b> 48-50, 58-60, 68-70, 78-80, 128-130, 138-140, 228-230, 256, 278-280</p> <p><b>TG U5:</b> 58-60, 78-80, 128-130, 138-140, 178-180, 198-200, 278-280</p> <p><b>TG U6:</b> 38-40, 68-70, 88-90, 138-140, 179-180, 228-230, 238-240, 278-280</p>			
	<b>11. Supporting opinions</b>				
PI.1.11.Em	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i> ) referring to the text or to relevant background knowledge.	<p><b>TG U2:</b> 18-20, 28-30, 78-80, 88-90, 98-100, 108-112, 128-130</p> <p><b>TG U3:</b> 168-170</p> <p><b>TG U4:</b> 236, 237</p> <p><b>TG U6:</b> 18-20, 48-50, 168-170</p>			
PI.1.11.Ex	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	<p><b>TG U1:</b> 38-30, 38-40, 48-50, 58-60, 68-70, 78-80</p> <p><b>TG U2:</b> 88-90, 98-100, 108-110, 118-120, 128-130</p> <p><b>TG U3:</b> 168-170, 178-180, 188-190, 218-220, 228-230</p> <p><b>TG U4:</b> 185</p> <p><b>TG U6:</b> 28-30, 58-60, 88-90, 108-110, 178-180</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.1.11.Br	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	<b>TG U2:</b> 37, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140 <b>TG U3:</b> 178-170, 178-180, 198-200, 208-210, 218-220, 258-260 <b>TG U6:</b> 38-40, 68-70, 78-80, 98-100, 118-120			
	<b>12. Selecting language resources</b>				
PI.1.12.Em	a) Retell texts and recount experiences, using key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.	<b>TG U1:</b> 14, 16, 17, 38, 39, 40, 43, 46, 47, 69, 94, 98, 99, 108, 257 <b>TG U2:</b> 22, 32, 42, 126 <b>TG U3:</b> 12, 16 <b>TG U4:</b> 12, 13 <b>TG U5:</b> 23 <b>TG U6:</b> 64, 66, 72, 96, 132, 172, 176, 182, 202, 206			
PI.1.12.Ex	a) Retell texts and recount experiences, using complete sentences and key words. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i> ) while speaking and writing.	<b>TG U1:</b> 44 <b>TG U2:</b> 72, 82, 112, 166 <b>TG U3:</b> 14, 17, 27, 70 <b>TG U4:</b> 36, 62, 64, 82, 83, 84 <b>TG U5:</b> 29, 30 <b>TG U6:</b> 42, 62, 64, 94, 132, 172, 202, 204			
PI.1.12.Br	a) Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was <i>as big as a house</i> .) to create an effect, precision, and shades of meaning while speaking and writing.	<b>TG U2:</b> 132, 162, 164, 167, 177, 197 <b>TG U3:</b> 15, 20, 80, 108 <b>TG U4:</b> 15, 17, 66, 67, 85, 86, 87, 90 <b>TG U5:</b> 37, 39, 40 <b>TG U6:</b> 67, 92, 93, 97, 132, 172, 174, 177, 202, 204, 207			



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	<b>PART II: LEARNING ABOUT HOW ENGLISH WORKS</b>				
	<b>A. Structuring Cohesive Texts</b>				
	<b>1. Understanding text structure</b>				
PII.1.1.Em	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	<b>TG U1:</b> 18-20, 44, 48-50, 52, 82, 92, 97, 102 <b>TG U3:</b> 48-50, 88-90 <b>TG U4:</b> 14, 78-80, 83, 118-120 <b>TG U5:</b> 23 <b>TG U6:</b> 64, 84			
PII.1.1.Ex	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	<b>TG U2:</b> 134, 135, 163, 164, 194, 197 <b>TG U3:</b> 22, 28-30, 38-40 <b>TG U4:</b> 17, 38-40, 88-90, 238-240 <b>TG U5:</b> 42, 52, 72, 92 <b>TG U6:</b> 174, 177			
PII.1.1.Br	Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	<b>TG U3:</b> 12, 14, 15, 18-20, 78-80, 108-110, 118-120 <b>TG U4:</b> 68-70, 198-200, 208-210, 238-240 <b>TG U5:</b> 48-50, 58-60, 88-90, 98-100			
	<b>2. Understanding cohesion</b>				
PII.1.2.Em	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one day, after, then</i> ) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	<b>TG U1:</b> 14, 48, 49 <b>TG U2:</b> 22, 23, 112, 126, 166, 192, 194 <b>TG U3:</b> 12, 16, 22, 26, 32			

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PII.1.2.Ex	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>a long time ago, suddenly</i> ) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	<b>TG U1:</b> 18 <b>TG U2:</b> 36, 167, 172, 182, 192, 194 <b>TG U3:</b> 13, 17, 18, 19, 20, 24, 25, 38, 39, 40, 42, 43, 90, 94 <b>TG U5:</b> 38, 39, 40, 98, 99, 100			
PII.1.2.Br	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, first/second/third</i> ) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	<b>TG U2:</b> 33, 127, 164, 174, 192, 194 <b>TG U3:</b> 14, 27, 28, 29, 30, 48, 49, 50, 78, 79, 80, 98, 99, 100, 109 <b>TG U4:</b> 79, 88, 130 <b>TG U5:</b> 38, 39, 40			
<b>B. Expanding &amp; Enriching Ideas</b>					
<b>3. Using verbs and verb phrases</b>					
PII.1.3.Em	a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	<b>TG U1:</b> 171, 201, 221, 231, 271, 281 <b>TG U2:</b> 31, 171, 241 <b>TG U3:</b> 91, 121, 191, 221, 281 <b>TG U4:</b> 41, 51, 71, 91, 101, 111, 201, 211, 221, 231, 241 <b>TG U5:</b> 251, 261			
PII.1.3.Ex	a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	<b>TG U1:</b> 171, 201, 221, 231, 271, 281 <b>TG U2:</b> 31, 171, 241 <b>TG U3:</b> 91, 121, 191, 221, 281 <b>TG U4:</b> 41, 51, 71, 91, 101, 111, 201, 211, 221, 231, 241 <b>TG U5:</b> 251, 261			

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P.1.1.3.Br	a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	<b>TG U1:</b> 171, 201, 221, 231, 271, 281 <b>TG U2:</b> 31, 171, 241 <b>TG U3:</b> 91, 121, 191, 221, 281 <b>TG U4:</b> 41, 51, 71, 91, 101, 111, 201, 211, 221, 231, 241 <b>TG U5:</b> 251, 261			
	<b>4. Using nouns and noun phrases</b>				
P.1.1.4.Em	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	<b>TG U2:</b> 57, 61, 111, 211 <b>TG U3:</b> 41, 201 <b>TG U4:</b> 31 <b>TG U5:</b> 141			
P.1.1.4.Ex	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	<b>TG U2:</b> 57, 61, 111, 211 <b>TG U3:</b> 41, 201 <b>TG U4:</b> 31 <b>TG U5:</b> 141			
P.1.1.4.Br	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.	<b>TG U2:</b> 57, 61, 111, 211 <b>TG U3:</b> 41, 201 <b>TG U4:</b> 31 <b>TG U5:</b> 141			
	<b>5. Modifying to add details</b>				
P.1.1.5.Em	Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	<b>TG U2:</b> 221, 231 <b>TG U3:</b> 241 <b>TG U4:</b> 281 <b>TG U5:</b> 263 <b>TG U6:</b> 231			

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PII.1.5.Ex	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	<b>TG U2:</b> 221, 231 <b>TG U3:</b> 241 <b>TG U4:</b> 281 <b>TG U5:</b> 263 <b>TG U6:</b> 231			
PII.1.5.Br	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	<b>TG U3:</b> 71, 81, 131 <b>TG U4:</b> 61 <b>TG U6:</b> 41, 51, 91			
<b>C. Connecting &amp; Condensing Ideas</b>					
<b>6. Connecting ideas</b>					
PII.1.6.Em	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ) in shared language activities guided by the teacher and sometimes independently.	<b>TG U3:</b> 61, 71, 81, 131 <b>TG U5:</b> 21 <b>TG U6:</b> 21, 31, 91, 111, 191, 211, 241			
PII.1.6.Ex	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i> ), in shared language activities guided by the teacher and with increasing independence.	<b>TG U3:</b> 61, 71, 81, 131 <b>TG U5:</b> 21 <b>TG U6:</b> 21, 31, 91, 111, 191, 211, 241			
PII.1.6.Br	Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich.</i> -> <i>The boy was hungry so he ate a sandwich.</i> ) in shared language activities guided by the teacher and independently.	<b>TG U3:</b> 61, 71, 81, 131 <b>TG U5:</b> 21 <b>TG U6:</b> 21, 31, 91, 111, 191, 211, 241			

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	<b>7. Condensing ideas</b>				
PII.1.7.Em	Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple</i> -> <i>I like blue, red, and purple.</i> ) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	For related content, please see: <b>TG U3:</b> 61, 71, 81, 131 <b>TG U5:</b> 21 <b>TG U6:</b> 21, 31, 91, 111, 191, 211, 241			
PII.1.7.Ex	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals.</i> -> <i>She's the doctor who saved the animals.</i> ) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	For related content, please see: <b>TG U3:</b> 61, 71, 81, 131 <b>TG U5:</b> 21 <b>TG U6:</b> 21, 31, 91, 111, 191, 211, 241			
PII.1.7.Br	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She's a doctor. She's amazing. She saved the animals.</i> -> <i>She's the amazing doctor who saved the animals.</i> ) to create precise and detailed sentences in shared language activities guided by the teacher and independently.	For related content, please see: <b>TG U3:</b> 61, 71, 81, 131 <b>TG U5:</b> 21 <b>TG U6:</b> 21, 31, 91, 111, 191, 211, 241			

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	<b>Part III: Using Foundational Literacy Skills</b>				
	<b>Foundational Literacy Skills (See Appendix A-Grade One):</b>				
	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	<b>TG U1:</b> 17, 21, 23, 27, 31, 51, 91, 101, 103, 111, 121, 141, 173, 183, 251 <b>TG U2:</b> 13, 17, 27, 33, 51, 67, 103, 173, 177, 197, 203, 227, 247, 263, 281 <b>TG U3:</b> 61, 63, 73, 83, 91, 131, 191, 217, 227, 247, 267, 277, 281 <b>TG U4:</b> 23, 41, 43, 63, 83, 183, 203, 213, 221, 261 <b>TG U5:</b> 13, 23, 33, 63, 83, 101, 121, 123, 171 <b>TG U6:</b> 31, 41, 71, 131, 183, 203, 213, 221, 273			
<b>Appendix</b>					