

# Standards for Excellence

## ELA/ELD Standards Alignment

### First Grade

B – Beginning  
 EI – Early Intermediate  
 I – Intermediate

EA – Early Advanced  
 A – Advanced

**Domain: Reading**

**Strand: 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** *Students understand the basic features of a reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve oral and silent reading.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b>Concepts about Print.1.1 - 1.3</b>		
1.1 Match oral words to printed words.	I Match oral words to printed words.	p. 146
1.2 Identify the title and author of a reading selection.	I Identify the front cover, back cover, and title page of a book.	See ELA Teachers Resources as well as Hampton Brown
1.3 Identify letters, words, and sentences	I Identify letters, words, and sentences	pp. 19, 25
<b>Phonemic Awareness 1.4 – 1.9</b>		
1.4 Distinguish initial medial and final sounds in single-syllable words.	EI Distinguish initial, medial, and final sounds in single-syllable words.	pp. 83, 89, 115
1.5 Distinguish between long and short vowel sounds.	I Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)..	pp. 157, 167, 179, 189
1.6 Create and state a series of rhyming words, including consonant blends.	I Create and state a series of rhyming words, including consonant blends.	pp. 34, 167
1.7 Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an).	I Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an).	p. 221
	I Pronounce most English phonemes correctly while reading aloud.	p. 235
1.8 Blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).	I Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).	pp. 51, 57
	I/EA Recognize sound/syllable relationship and basic word formation rules in phrases, simple sentences or text.	
1.9 Segment single-syllable word into their components (e.g., /c/a/t/ = cat = /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).	I Segment single-syllable words into their components (e.g., /c/a/t/ = cat = /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).	See ELA Teachers Resources as well as Hampton Brown

<b><i>Decoding and Word Recognition 1.10 – 1.16</i></b>		
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (e.g., phonograms), and blend those sounds into recognizable words.	EA/A Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (e.g., phonograms), and blend those sounds into recognizable words.	pp. 19, 25, 35, 131
1.11 Read common, irregular sight words (e.g., the, have, said, come, give of).	EA/A Read common, irregular sight words (e.g., the, have, said, come, give of).	pp. 21, 23, 31, 53, 63, 65
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	EA/A Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	pp. 195,199, 205, 211, 217, 231, 235, 237
1.13 Read compound words and contractions.	EA/A Read compound words and contractions.	pp. 173, 227
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	EA/A Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	pp. 99
1.15 Read common word families (e.g., -ite, -ate).	EA/A Read common word families (e.g., -ite, -ate).	pp. 157, 167, 179, 189
1.16 Read aloud with fluency in a manner that sounds like natural speech.	EA/A Read aloud with fluency in a manner that sounds like natural speech.	pp. 121, 129, 131, 147
<b><i>Vocabulary and Concept Development</i></b>		
1.17 Classify grade – appropriate categories of words (e.g., concrete collections of animals, foods, toys).	No comparable ELD standard.	pp. 69, 187, 197, 207, 219, 229



<p>2.7 Retell the central ideas of simple expository or narrative passages.</p>	<p>B Identify the basic sequence of events in stories read to them, using key words and pictures.</p> <p>EI Understand and follow simple two-step directions of classroom or work- related activities.</p> <p>I Understand and follow some multi-step directions for classroom – related activities,</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>
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**Domain: Reading**

**Strand:** *LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (e.g., theme, plot, setting, characters).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.	B Listen to a story and respond orally by answering factual comprehension questions using one – or two – word responses.  B Draw pictures related to a work of literature identifying setting and characters.  EI Orally respond to stories by answering factual comprehension questions, using simple sentences.  EI Orally identify setting and characters using simple sentence and vocabulary.  I Use expanded vocabulary and descriptive words for oral and written responses to simple texts.  EA Read and orally identify literary elements of plot, setting, and characters  EA Read and identify beginning, middle, and end of story.  A Read and respond both orally and in writing to a variety of children’s literature.	See ELA Teachers Resources as well as Hampton Brown
3.2 Describe the roles of authors and illustrators and their contributions to print materials	B Listen to a story and respond orally by answering factual comprehension questions using one – or two – word responses.  B Draw pictures related to a work of literature identifying setting and characters.  EI Orally respond to stories by answering factual comprehension questions, using simple sentences.  EI Orally identify setting and characters using simple sentence and vocabulary.  I Use expanded vocabulary and descriptive words for oral and written responses to simple texts.  EA Read and orally identify literary elements of plot, setting, and characters.  EA Read and identify beginning, middle, and end of story.  A Read and respond both orally and in writing to a variety of children’s literature.	pp. 97, 99 109, 227, 239, 243, 255

<p>3.3 Recollect, talk, and write about books read during the school year</p>	<p>B Listen to a story and respond orally by answering factual comprehension questions using one – or two – word responses.</p> <p>B Draw pictures related to a work of literature identifying setting and characters.</p> <p>EI Orally respond to stories by answering factual comprehension questions, using simple sentences.</p> <p>EI Orally identify setting and characters using simple sentence and vocabulary.</p> <p>I Use expanded vocabulary and descriptive words for oral and written responses to simple texts.</p> <p>EA Read and orally identify literary elements of plot, setting, and characters.</p> <p>EA Read and identify beginning, middle, and end of story.</p> <p>A Read and respond both orally and in writing to a variety of children’s literature.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>
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**Domain: Writing**

**Strand:** *1.0 WRITING STRATEGIES: students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Organization and Focus 1.1 – 1.2</i></b>		
1.1 Select a focus when writing.	B Write a few words or phrases about an even or character from a story read by the teacher.	See ELA Teachers Resources as well as Hampton Brown and Write Source
1.2 Use descriptive words when writing.	EI Write simple sentences about events or characters from familiar stories read by the teacher.	See ELA Teachers Resources as well as Hampton Brown and Write Source.
<b><i>Penmanship</i></b>		
1.3 Print legibly and space letters, words, and sentences appropriately.	B Copy the English alphabet legibly.	See ELA Teachers Resources as well as Hampton Brown and Write Source.

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**Domain: Writing**

**Strand: 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** *Students write compositions that describe and explain familiar objects, events, and experiences.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
2.1 Write brief narrative (e.g., fictional, autobiographical) describing an experience.	I Write short narrative stories that include the elements of setting and character. EA Write short narratives that include elements of setting, character, and events. A Write short narratives that describe the setting, character, objects, and events.	See ELA Teachers Resources as well as Hampton Brown and Write Source.
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	B Copy works posted and commonly used in the classrooms. B Write a phrase or simple sentence about an experience generated from a group story. EI Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: “Today is Tuesday.”) I Following a model, use the writing process to independently write short paragraphs of at least three lines. I Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. EA Use the writing process to write short paragraphs that maintain a consistent focus. A Use the writing process to write clear and coherent sentences that maintain a consistent focus.	pp. 93, 95       See ELA Teachers Resources as well as Hampton Brown and Write Source

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**Domain: Written Oral English Language Conventions**

**Strand: 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** *students write and speak with a command of standard English conventions appropriate to this grade level.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
1.1 Write and speak in complete, coherent sentences.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	p. 151
	EA Use standard word order but may have some inconsistent grammatical forms (e.g., subject /verb agreement).	pp. 151, 245, 331 See ELA Teachers Resources as well as Hampton Brown and Write Source.
	A Use complete sentences and correct word order.	
	A Use correct parts of speech, including correct subject/verb agreement.	
<b><i>Grammar 1.2 – 1.3</i></b>		
1.2 Identify and correctly use singular and plural nouns.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	p. 151
	EA Use standard word order but may have some inconsistent grammatical forms (e.g., subject /verb agreement).	pp. 151, 245, 331 See ELA Teachers Resources as well as Hampton Brown and Write Source.
	A Use complete sentences and correct word order.	
	A Use correct parts of speech, including correct subject/verb agreement.	
1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, you/s) in writing and speaking.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	p. 151
	EA Use standard word order but may have some inconsistent grammatical forms (e.g., subject /verb agreement).	pp. 151, 245, 331 See ELA Teachers Resources as well as Hampton Brown and Write Source.
	A Use complete sentences and correct word order.	
	A Use correct parts of speech, including correct subject/verb agreement.	
<b><i>Punctuation 1.4 – 1.6</i></b>		
1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	I Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	p. 225, 245, 331

1.5 Use a period, exclamation point, or question mark at the end of sentences.	EI Use a period or question mark at the end of a sentence.	See ELA Teachers Resources as well as Hampton Brown and Write Source.
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	EA Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	pp. 225, 245, 331
	A Produce writing that demonstrates a command of the conventions of standard English.	See ELA Teachers Resources as well as Hampton Brown and Write Source.
<b><i>Capitalization 1.7</i></b>		
1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.	B Use capital letters when writing own name.	See ELA Teachers Resources as well as Hampton Brown and Write Source
	EI Use capital letters to begin sentences and proper nouns.	p. 27, 37
<b><i>Spelling 1.8</i></b>		
1.8 Spell three- and four- letter short-vowel words and grade-level-appropriate sight words correctly.	EI Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	See ELA Teachers Resources as well as Hampton Brown and Write Source.
	EA Edit writing for some conventions (e.g., capital letters and periods).	p. 59
	A Edit writing for punctuation, capitalization, and spelling.	p. 165

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### Domain: Listening And Speaking

**Strand:** *1.0 LISTENING AND SPEAKING STRATEGIES: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listeners to understand important ideas by using proper phrasing, pitch, and modulation.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Comprehension 1.1 – 1.3</i></b>		
1.2 Ask questions for clarification and understanding	B Answer simple questions with one- or two-word responses. EI Ask and answer questions using phrases or simple sentences. I Ask and answer instructional questions using simple sentences. EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). A Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand”).	See ELA Teachers Resources as well as Hampton Brown
1.3 Give, restate, and follow simple two-step directions.	B Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	See ELA Teachers Resources as well Hampton Brown
<b><i>Organization and delivery of oral communication 1.4 – 1.5</i></b>		
1.4 Stay on topic when speaking.	B Independently use common social greetings and simple repetitive phrases (e.g., “Thank You.” “You’re welcome.”). EI Orally communicate basic needs (e.g., “May I get a drink?”).	See ELA Teachers Resources as well as Hampton Brown
1.5 Use descriptive words when speaking about people, places, things, and events.	I Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. EA Listen attentively to stories/information and orally identify key details and concepts. EA Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information. A Listen attentively to stories/information on new topics and identify orally and in writing key details and concepts. A Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	See ELA Teachers Resources as well as Hampton Brown

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**Domain: Listening and Speaking**

**Strand: 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** *Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Using the speaking strategies of grade one outlined in Listening and speaking Standard 1.0, students:</i>		
2.1 Recite poems, rhymes, songs, and stories.	EI Recite familiar rhymes, songs, and simple stories.	pp. 257, 279
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, where, why, and how questions.	EI Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.	See ELA Teachers Resources as well as Hampton Brown
2.3 Relate an important life event or personal experience in a simple sequence.	I Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.	See ELA Teachers Resources as well as Hampton Brown
2.4 Provide descriptions with careful attention to sensory detail.	EA Retell stories in greater detail including characters, setting, and plot. A Narrate and paraphrase events in greater detail, using more extended vocabulary.	See ELA Teachers Resources as well as Hampton Brown