

# Alignment to California English Language Development Standards



**California Department of Education  
English Language Development Standards for Kindergarten**

**Section 1: Goal, Critical Principles, and Overview**

**Goal:** English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

<b>Part I: Interacting in Meaningful Ways</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Collaborative</b>		
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	SL.K.1,6; L.K.1,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>1</sup>
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	W.K.6; L.K.1,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>2</sup>
3. Offering and supporting opinions and negotiating with others in communicative exchanges.	SL.K.1,6; L.K.1,6	Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns with Toys, Say Why You're Sad, Sometimes Friends Don't Want to

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		Play, Speak Up For Yourself, Change Topics Politely, Ask About Others Interests, Continuing a Conversation, Help Solve a Problem, Including Others, Making Up After a Fight, Thinking About Others
4. Adapting language contexts (based on task, purpose, audience, and text type).	N/A at K	N/A
<b>B. Interpretive</b>		
5. Listening actively to spoken English in a range of social and academic contexts.	SL.K.1-3	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>3</sup>
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	RL.K.1-7, 9, 10; RI.K.1-7, 9-10; SL.K.2-3; L.K.4, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>4</sup>
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	RL.K.3-4, 6; RI.K.2, 6, 8; L.K.4-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment Others, Comfort Sad Friends, Ask a Friend for Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	RL.K.4-5; RI.K.4; L.K.4-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment

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		Others, Comfort Sad Friends, Ask a Friend for Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share
<b>C. Productive</b>		
9. Expressing information and ideas in formal oral presentations on academic topics.	SL.K.4-6; L.K.1, 6	<i>Lessons and activities in TeachTown Social Skills help students to develop the skill of expressing information and ideas on academic topics by addressing the prerequisite skills needed to complete this task.</i>
10. Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	W.K.1-3, 5-8; L.K.1-2, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>5</sup>
11. Supporting own opinions and evaluating others' opinions in speaking and writing.	W.K.1; SL.K.4, 6; L.K.1-2, 6	Continuing a Conversation, Tell the Truth, How to Say No, Apologize When You Make a Mistake, Ask About Others Interests, Helping Others, Compliment Others, Comfort Sad Friends, Making Up After a Disagreement, Thinking About Others, Sometimes Friends Don't Want to Play, Take Turns with Toys, Say Why You're Mad, Say Why You're Sad, It's More Fun to Share
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.	W.K.5; SL.K.4, 6; L.K.1, 5-6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>

<sup>1</sup> In each lesson of TeachTown Social Skills, students interact with peers in teacher-directed lessons. Each lesson encourages communication and exposes students to specific language scripts, promoting peer-to-peer communication and the development of appropriate social skills.

<sup>2</sup> Throughout the sequence of lessons for each target behavior, students participate in drawing and writing activities. For example, students are asked to draw pictures of emotions, draw scenarios of social interactions, write words that depict feelings, and organize words or sentences in graphic organizers. Students complete these activities independently or in small groups.

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<sup>3</sup> In each lesson of TeachTown Social Skills, students watch cartoon-delivered video modeling episodes that encourage the development of appropriate social skills. Students become familiar with appropriate language scripts and conversations that are reinforced in teacher-delivered lessons.

<sup>4</sup> In each Social Comic lesson, students interact with social stories that depict social situations and target skills. In the social comic, students are able to read developmentally appropriate stories while looking at cartoon pictures that support the story to promote further development and understanding.

<sup>5</sup> Throughout the sequence of lessons for each target behavior, students participate in composing and writing activities that include, but are not limited to, retelling a story by writing the key details in the correct order of events and expressing how they feel or would feel given a specific social situation by writing sentences or drawing pictures.

<sup>6</sup> In each lesson of TeachTown Social Skills, students are exposed to developmentally appropriate language and communication scripts. Students are encouraged to interact with their peers using appropriate language specific to social situations and in the natural environment. In each target behavior, teachers are provided with a vocabulary list that highlights target words that should be emphasized and highlighted throughout activities and lessons.

<b>Part II: Learning About How English Works</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Structuring Cohesive Texts</b>		
1. Understanding text structure	RL.K.5; RI.K.5; W.K.1-3, 5; SL.K.4	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
2. Understanding cohesion	RL.K.5; RI.K.5; W.K.1-3, 5; SL.K.4; L.K.1	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
<b>B. Expanding and Enriching Ideas</b>		
3. Using verbs and verb phrases	W.K.5; SL.K.6; L.K.1, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>
4. Using nouns and noun phrases	W.K.5; SL.K.6; L.K.1, 6	Following the Rules, Interpersonal Skills, Coping

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		and Self-Regulation, Good Communication, Friendship <sup>7</sup>
5. Modifying to add details	W.K.5; SL.K.4, 6; L.K.1, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>8</sup>
<b>C. Connecting and Condensing Ideas</b>		
6. Connecting ideas	W.K.1-3, 5; SL.K.4, 6; L.K.1, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>9</sup>
7. Condensing ideas	N/A at K	
<b>Part III: Using Foundational Literacy Skills</b>		
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.		

Note: **Examples** provided in specific standards are *offered only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

<sup>6</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to verbs and verb phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

<sup>7</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to nouns and noun phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

<sup>8</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments.

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<sup>9</sup> The Generalization and Extension Activity lesson plans included in each target skill promote the expansion and application of the target skill. Students are able to connect and apply the skills addressed to a variety of other settings, encouraging students to further develop and generalize the skills. Additionally, throughout each lessons students are encouraged to reflect and connect the instructional content that is delivered to their own lives.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part I, strands 1-4</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>1. SL.K.1, 6; L.K.1, 6 2. W.K.6; L.K.1, 6 3. SL.K.1, 6; L.K.1, 6 4. N/A at K</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
		<p><b>1. Exchanging information and ideas</b> Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases.</p> <p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>11</sup></p>	<p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns With Toys, Ask Before Interrupting Play, Listen When the Teacher Talks, Play by the Rules, Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the</p>

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<p>recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>		Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement	Tell the Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement
	<p><b>2. Interacting via written English</b> Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.</p>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>12</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>12</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>12</sup>



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	<p><b>3. Offering opinions</b> Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses.</p>	<p><b>3. Offering opinions</b> Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X, I agree with X), as well as open responses in order to gain and/or hold the floor.</p>	<p><b>3. Offering opinions</b> <i>Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X, I agree with X, but...), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</i></p>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>13</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>
	<p><b>4. Adapting language choices</b> No standard for kindergarten.</p>	<p><b>4. Adapting language choices</b> No standard for kindergarten.</p>	<p><b>4. Adapting language choices</b> No standard for kindergarten.</p>

<sup>11</sup> In each lesson of TeachTown Social Skills, students are encouraged to communicate with one another in teacher-delivered lessons and in the natural setting. Lessons are intended to promote the development of reciprocal language and help students build communication skills.

<sup>12</sup> In each lesson of TeachTown Social Skills, students work independently and in groups to complete a variety of tasks and assignments. Specifically, students work together to sort words and sentences in graphic organizers, create charts, compose and recreate stories in the correct sequential order, and compose pictures of write about specific social situations and personal experiences.

<sup>13</sup> Students are taught specific language scripts that they are encouraged to use in social and academic situations. These scripts are short phrases that are developmentally appropriate and can be used in a variety of settings to allow the student to appropriately communicate and contribute in social opportunities.

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<sup>14</sup> Each lesson includes tips and ideas for differentiation and is easily adapted to meet each students individual needs. Students are encouraged to further expand and develop language and communication skills as appropriate.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>				
<b>Part I: Interacting in Meaningful Ways</b>				
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>			
<p><b>Part I, strands 5-8</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>5. SL.K.1-3 6. RL.K.1-7, 9-10; RI.K.1-7, 9-10; SL.K.2-3; L.K.4, 6 7. RL.K.3-4, 6; RI.K.2, 6, 8; L.K.4-6 8. RL.K.4-5; RI.K.4; L.K.4-6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
		<p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh-questions with oral sentence frames and substantial prompting and support.</p>	<p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>
		<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>
		<p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., parts of a plant), 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>	<p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>	

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<p>recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p><b>7. Evaluating language choices</b> Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.</p>	<p><b>7. Evaluating language choices</b> Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.</p>	<p><b>7. Evaluating language choices</b> Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>
	<p><b>8. Analyzing language choices</b> Distinguish how two different frequently used words (e.g., describing an action with the verb walk versus run) produce a different effect.</p>	<p><b>8. Analyzing language choices</b> Distinguish how two different words with similar meaning (e.g., describing an action as walk versus march) produce shades of meaning and a different effect.</p>	<p><b>8. Analyzing language choices</b> Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.</p>

<sup>14</sup> Following the video-modeling cartoon episodes and throughout the teacher-delivered lessons, students are asked to ask and answer questions related to specific social situations.

<sup>15</sup> Students describe the sequence of events, the emotions of characters, classmates, and themselves, and is asked to predict what will happen based on specific social situations, cartoon-based video modeling episodes, teacher-directed lessons and activities, and social stories.

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<sup>16</sup> Throughout each lesson, students are asked to identify the emotion of characters and their classmates. Students are asked to identify the sequence of events in cartoon-based video modeling episodes and social stories, and are taught to interpret language based on specific social situations. Students are exposed to language and social scripts that are used in a variety of settings, promoting the development and generalization of language that is used in a variety of situations.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>				
<b>Part I: Interacting in Meaningful Ways</b>				
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>			
<p><b>Part I, strands 9-12</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>9. SL.K.4-6; L.K.1-6 10. W.K.1-3, 5-8; L.K.1-2, 6 11. W.K.1; SL.K.4, 6; L.K.1-2, 6 12. W.K.5; SL.K.4, 6; L.K.1, 5-6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
		<p><b>9. Presenting</b> Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p><b>9. Presenting</b> Plan and deliver brief oral presentation sin a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).</p>	<p><b>9. Presenting</b> 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).</p>
		<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>17</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>17</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>17</sup></p>
	<p><b>10. Composing/Writing</b> Draw, dictate, and write to compose very short literary texts (e.g., story) and information texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p><b>10. Composing/Writing</b> Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts) with peers, and with increasing independence.</p>	<p><b>10. Composing/Writing</b> Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p>	

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<p>recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>
	<p><b>11. Supporting opinions</b> Offer opinions and provide good reasons (e.g., My favorite book is X is because X.) referring to the text or to relevant background knowledge.</p>	<p><b>11. Supporting opinions</b> 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>	<p><b>11. Supporting opinions</b> Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>
	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences using a select set of key words.</p> <p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word spicy to describe a favorite food, using the word larva when explaining insect metamorphosis) while speaking and composing.</p>	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences using complete sentences and key words.</p> <p>b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) while speaking and composing.</p>	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of</p>

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			meaning (e.g., The cat's fur was as white as snow.) while speaking and composing.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>20</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>20</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>20</sup>

<sup>17</sup> In each sequence of lessons, students are asked to contribute to and participate in group activities. These group activities require students to talk to one another, contribute ideas in group discussions, and share with peers work samples, stories, and personal experiences. The interactive lessons encourage students to develop and build appropriate social skills.

<sup>18</sup> Throughout the sequence of lessons in each target skill, students engage in a variety of activities that require students to work independently and in groups to compose drawings, organize information into graphic organizers, compose art or creative writing pieces and reflect on social situations and activities.

<sup>19</sup> Throughout the curriculum students are taught the skills that are needed to respectfully and appropriately provide opinions and negotiate with others. Lessons focus on being kind and respectful and encourage students to communicate with one another in an appropriate manner, showing respect and compassion to each individual.

<sup>20</sup> In each lesson, students are asked to recall the order of events in the video-modeling episode and the social story associated with each target skill. Students are asked to describe how specific situations would make them (or a character) feel, identify what they (or a character) wanted in the situation, and to identify what they (or a character) need to do.

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<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>				
<b>Part II: Learning About How English Works</b>				
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>			
<p><b>Part II, strands 1-2</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>1. RL.K.5; RI.K.5; W.K. 1-3, 5; SL.K.4 2. RL.K.5; RI.K.5; W.K. 1-3, 5; SL.K.4; L.K.1</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
		<p><b>1. Understanding text structure</b> Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p><b>1. Understanding text structure</b> 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 composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p>
		Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>

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<p>recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p><b>2. Understanding cohesion</b> Applying basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one time, then) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p><b>2. Understanding cohesion</b> Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases, (e.g., next, after a long time) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p><b>2. Understanding cohesion</b> Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., first/second/third, once, at the end) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>

<sup>21</sup> Students are asked sequence the order of events in each Social Comic activity and are asked throughout the lessons sequencing and comprehension questions. Students work independently and in small groups to sequence the social comic. Further, students are asked to predict what comes first, next, and last in specific social situations and identify alternative endings to the given situations.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<b>Part II, strands 3-5 Corresponding Common Core</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<b>3. Using verbs and verb</b>	<b>3. Using verbs and verb</b>	<b>3. Using verbs ad verb</b>



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<p><b>State Standards for English Language Arts:</b></p> <p>3. W.K.5; SL.K.6; L.K.1, 6 4. W.K.5; SL.K.6; L.K.1, 6 5. W.K.5; SL.K.4, 6; L.K.1, 6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers'</p>	<p><b>phrases</b> 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 with increasing independence.</p> <p>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 with increasing independence.</p>	<p><b>phrases</b> 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.</p> <p>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.</p>	<p><b>phrases</b> 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.</p> <p>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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>
	<p><b>4. Using nouns and noun phrases</b> 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.</p>	<p><b>4. Using nouns and noun phrases</b> 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</p>	<p><b>4. Using nouns and noun phrases</b> 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</p>

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<p>theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>		teacher and with increasing independence.	the teacher and independently.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>
	<b>5. Modifying to add details</b> 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>5. Modifying to add details</b> 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>5. Modifying to add details</b> 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.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>

<sup>22</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments. Students gain exposure to a variety of nouns, noun phrases, verbs, and verb phrases. Additionally, students are encouraged to add detail and expand sentences when communicating with others.

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**Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts  
Part II: Learning About How English Works**

Texts and Discourse in Context	English Language Development Level Continuum		
<p><b>Part II, strands 6-7</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>6. W.K.1-3, 5; SL.K.4, 6; L.K.1, 6 7. N/A at K</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g.,</p>	<p align="center"><b>Emerging</b></p> <p><b>6. Connecting ideas</b> Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p>	<p align="center"><b>Expanding</b></p> <p><b>6. Connecting ideas</b> Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.) in shared language activities guided by the teacher and with increasing independence.</p>	<p align="center"><b>Bridging</b></p> <p><b>6. Connecting ideas</b> Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., The boy was hungry. The boy ate a sandwich. -&gt; The boy was hungry so he ate a sandwich.) in shared language activities guided by the teacher and independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>
	<p align="center"><b>7. Condensing ideas</b></p>	<p align="center"><b>7. Condensing ideas</b></p>	<p align="center"><b>7. Condensing ideas</b></p>

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<p>how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>No standard for kindergarten.</p>	<p>No standard for kindergarten.</p>	<p>No standard for kindergarten.</p>
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<sup>23</sup> Students are encouraged to build on and increase language and communication skills. Each lesson is easily adapted to meet the needs of each individual student and is easily differentiated. In each activity students are encouraged to build on concepts and ideas and are taught to make connections between events.

<p align="center"><b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts Part III: Using Foundational Literacy Skills</b></p>	
<p><b>Foundational Literacy Skills:</b></p> <p><b>Literacy in an Alphabetic Writing System</b></p> <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> <li>• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</li> <li>• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</li> <li>• Differences between native language and English should be highlighted (e.g., some phonemes in English, may not exist in the student's native language; native language</li> </ul>

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	syntax may be different from English syntax.)
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**Section 1: Goal, Critical Principles, and Overview**

**Goal:** English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge

<b>Part I: Interacting in Meaningful Ways</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Collaborative</b>		
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	SL.1.1,6; L.1.1,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>1</sup>
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	W.1.6; L.1.1,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>2</sup>
3. Offering and supporting opinions and negotiating with others in communicative exchanges	SL.1.1,6; L.1.1,6	Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns with Toys, Say Why You're Sad, Sometimes Friends Don't Want to Play, Speak Up For Yourself, Change Topics

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		Politely, Ask About Others Interests, Continuing a Conversation, Help Solve a Problem, Including Others, Making Up After a Fight, Thinking About Others
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	N/A at Grade 1	
<b>B. Interpretive</b>		
5. Listening actively to spoken English in a range of social and academic contexts	SL.1.1-3	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>3</sup>
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	RL.1.1-7,9,10; RI.1.1-7,9-10; SL.1.2-3; L.1.4, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>4</sup>
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	RL.1.3-4,6; RI.1.2,6,8; L.1.4-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment Others, Comfort Sad Friends, Ask a Friend for Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	RL.1.4-5; RI.1.4; L.1.4-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment Others, Comfort Sad Friends, Ask a Friend for

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		Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share
<b>C. Productive</b>		
9. Expressing information and ideas in formal oral presentations on academic topics	SL.1.4-6; L.1.1,6	<i>Lessons and activities in TeachTown Social Skills help students to develop the skill of expressing information and ideas on academic topics by addressing the prerequisite skills needed to complete this task.</i>
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.1.1-3,5-8; L.1.1-2,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>5</sup>
11. Supporting own opinions and evaluating others' opinions in speaking and writing	W.1.1; SL.1.4,6; L.1.1-2,6	Continuing a Conversation, Tell the Truth, How to Say No, Apologize When You Make a Mistake, Ask About Others Interests, Helping Others, Compliment Others, Comfort Sad Friends, Making Up After a Disagreement, Thinking About Others, Sometimes Friends Don't Want to Play, Take Turns with Toys, Say Why You're Mad, Say Why You're Sad, It's More Fun to Share
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	W.1.5; SL.1.4,6; L.1.1,5-6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>

<sup>1</sup> In each lesson of TeachTown Social Skills, students interact with peers in teacher-directed lessons. Each lesson encourages communication and exposes students to specific language scripts, promoting peer-to-peer communication and the development of appropriate social skills.

<sup>2</sup> Throughout the sequence of lessons for each target behavior, students participate in drawing and writing activities. For example, students are asked to draw pictures of emotions, draw scenarios of social interactions, write words that depict feelings, and organize words or sentences in graphic organizers. Students complete these activities independently or in small groups.



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<sup>3</sup> In each lesson of TeachTown Social Skills, students watch cartoon-delivered video modeling episodes that encourage the development of appropriate social skills. Students become familiar with appropriate language scripts and conversations that are reinforced in teacher-delivered lessons.

<sup>4</sup> In each Social Comic lesson, students interact with social stories that depict social situations and target skills. In the social comic, students are able to read developmentally appropriate stories while looking at cartoon pictures that support the story to promote further development and understanding.

<sup>5</sup> Throughout the sequence of lessons for each target behavior, students participate in composing and writing activities that include, but are not limited to, retelling a story by writing the key details in the correct order of events and expressing how they feel or would feel given a specific social situation by writing sentences or drawing pictures.

<sup>6</sup> In each lesson of TeachTown Social Skills, students are exposed to developmentally appropriate language and communication scripts. Students are encouraged to interact with their peers using appropriate language specific to social situations and in the natural environment. In each target behavior, teachers are provided with a vocabulary list that highlights target words that should be emphasized and highlighted throughout activities and lessons.

<b>Part II: Learning About How English Works</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Structuring Cohesive Texts</b>		
1. Understanding text structure	RL.1.5; RI.1.5; W.1.1-3,5; SL.1.4	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
2. Understanding cohesion	RL.1.5; RI.1.5; W.1.1-3,5; SL.1.4; L.1.1	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
<b>B. Expanding and Enriching Ideas</b>		
3. Using verbs and verb phrases	W.1.5; SL.1.6; L.1.1	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>
4. Using nouns and noun phrases	W.1.5; SL.1.6; L.1.1	Following the Rules, Interpersonal Skills, Coping

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		and Self-Regulation, Good Communication, Friendship <sup>7</sup>
5. Modifying to add details	W.1.5; SL.1.4,6; L.1.1,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>8</sup>
<b>C. Connecting and Condensing Ideas</b>		
6. Connecting ideas	W.1.1-3,5; SL.1.4,6; L.1.1,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>9</sup>
7. Condensing ideas	W.1.1-3,5; SL.1.4,6; L.1.1,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>10</sup>
<b>Part III: Using Foundational Literacy Skills</b> • RF.K-1.1-4 (as appropriate)		
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.		

Note: **Examples** provided in specific standards are **offered only as illustrative possibilities** and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

<sup>6</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to verbs and verb phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

<sup>7</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to nouns and noun phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

<sup>8</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at

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varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments.

<sup>9</sup> The Generalization and Extension Activity lesson plans included in each target skill promote the expansion and application of the target skill. Students are able to connect and apply the skills addressed to a variety of other settings, encouraging students to further develop and generalize the skills. Additionally, throughout each lessons students are encouraged to reflect and connect the instructional content that is delivered to their own lives.

<sup>10</sup> Students are encouraged to reflect on and condense ideas in each lesson of TeachTown Social Skills. In each lesson, students are asked to summarize and reflect on various social situations and skills.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Part I, strands 1-4</b> <b>Corresponding Common Core State Standards for English Language Arts:</b> <ol style="list-style-type: none"> <li>1. SL.1.1,6; L.1.1,6</li> <li>2. W.1.6; L.1.1,6</li> <li>3. SL.1.1,6; L.1.1,6</li> <li>4. N/A at Grade 1</li> </ol> <b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.	<b>1. Exchanging information and ideas</b> 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>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	<b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>11</sup>	Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns With Toys, Ask Before Interrupting Play, Listen When the Teacher Talks, Play by the Rules, Make a Request, Change Topics	Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns With Toys, Ask Before Interrupting Play, Listen When the Teacher Talks, Play by the Rules, Make a Request, Change

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<p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>		<p>Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement</p>	<p>Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement</p>
	<p><b>2. Interacting via written English</b> Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>12</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>12</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>12</sup></p>

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	<p><b>3. Offering opinions</b> 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.</p>	<p><b>3. Offering opinions</b> 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.</p>	<p><b>3. Offering opinions</b> <i>Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X.), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.</i></p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>13</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>
	<p><b>4. Adapting language choices</b> No standard for grade 1.</p>	<p><b>4. Adapting language choices</b> No standard for grade 1.</p>	<p><b>4. Adapting language choices</b> No standard for grade 1.</p>

<sup>11</sup> In each lesson of TeachTown Social Skills, students are encouraged to communicate with one another in teacher-delivered lessons and in the natural setting. Lessons are intended to promote the development of reciprocal language and help students build communication skills.

<sup>12</sup> In each lesson of TeachTown Social Skills, students work independently and in groups to complete a variety of tasks and assignments. Specifically, students work together to sort words and sentences in graphic organizers, create charts, compose and recreate stories in the correct sequential order, and compose pictures of write about specific social situations and personal experiences.

<sup>13</sup> Students are taught specific language scripts that they are encouraged to use in social and academic situations. These scripts are short phrases that are developmentally appropriate and can be used in a variety of settings to allow the student to appropriately communicate and contribute in social opportunities.

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<sup>14</sup> Each lesson includes tips and ideas for differentiation and is easily adapted to meet each students individual needs. Students are encouraged to further expand and develop language and communication skills as appropriate.

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<b>Part I: Interacting in Meaningful Ways</b>				
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>			
<p><b>Part I, strands 5-8</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>5. SL.1.1-3 6. RL.1.1-7,9,10; RI.1.1-7,9-10; SL.1.2-3; L.1.4,6 7. RL.1.3-4,6; RI.1.2,6,8; L.1.4-6 8. RL.1.4-5; RI.1.4; L.1.4-6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
		<p><b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.</p>	<p><b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p><b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>
		<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>
		<p><b>6. Reading/viewing closely</b> 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>	<p><b>6. Reading/viewing closely</b> 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.</p>	<p><b>6. Reading/viewing closely</b> 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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good</p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good</p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good</p>	

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<p>recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Communication, Friendship<sup>15</sup></p>	<p>Communication, Friendship<sup>15</sup></p>	<p>Communication, Friendship<sup>15</sup></p>
	<p><b>7. Evaluating language choices</b> 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.</p>	<p><b>7. Evaluating language choices</b> 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.</p>	<p><b>7. Evaluating language choices</b> 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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>
	<p><b>8. Analyzing language choices</b> Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) produce a different effect on the audience.</p>	<p><b>8. Analyzing language choices</b> 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.</p>	<p><b>8. Analyzing language choices</b> 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.</p>

<sup>14</sup> Following the video-modeling cartoon episodes and throughout the teacher-delivered lessons, students are asked to ask and answer questions related to specific social situations.

<sup>15</sup> Students describe the sequence of events, the emotions of characters, classmates, and themselves, and is asked to predict what will happen based on specific social situations, cartoon-based video modeling episodes, teacher-directed lessons and activities, and social stories.

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<sup>16</sup> Throughout each lesson, students are asked to identify the emotion of characters and their classmates. Students are asked to identify the sequence of events in cartoon-based video modeling episodes and social stories, and are taught to interpret language based on specific social situations. Students are exposed to language and social scripts that are used in a variety of settings, promoting the development and generalization of language that is used in a variety of situations.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>				
<b>Part I: Interacting in Meaningful Ways</b>				
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>			
<p><b>Part I, strands 9-12</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>9. SL.1.4-6; L.1.1,6 10. W.1.1-3,5-8; L.1.1-2,6 11. W.1.1; SL.1.4,6; L.1.1-2,6 12. W.1.5; SL.1.4,6; L.1.1,5-6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
		<p><b>9. Presenting</b> Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p><b>9. Presenting</b> 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.).</p>	<p><b>9. Presenting</b> 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).</p>
		Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>17</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>17</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>17</sup>
		<p><b>10. Writing</b> 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.</p>	<p><b>10. Writing</b> 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.</p>	<p><b>10. Writing</b> 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>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	



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<p>recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Communication, Friendship<sup>18</sup></p>	<p>Communication, Friendship<sup>18</sup></p>	<p>Communication, Friendship<sup>18</sup></p>
	<p><b>11. Supporting opinions</b> 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>	<p><b>11. Supporting opinions</b> 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>	<p><b>11. Supporting opinions</b> Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>
	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences, using key words.</p> <p>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.</p>	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences, using complete sentences and key words.</p> <p>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.</p>	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences, using increasingly detailed complete sentences and key words.</p> <p>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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>20</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>20</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>20</sup></p>

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<sup>17</sup> In each sequence of lessons, students are asked to contribute to and participate in group activities. These group activities require students to talk to one another, contribute ideas in group discussions, and share with peers work samples, stories, and personal experiences. The interactive lessons encourage students to develop and build appropriate social skills.

<sup>18</sup> Throughout the sequence of lessons in each target skill, students engage in a variety of activities that require students to work independently and in groups to compose drawings, organize information into graphic organizers, compose art or creative writing pieces and reflect on social situations and activities.

<sup>19</sup> Throughout the curriculum students are taught the skills that are needed to respectfully and appropriately provide opinions and negotiate with others. Lessons focus on being kind and respectful and encourage students to communicate with one another in an appropriate manner, showing respect and compassion to each individual.

<sup>20</sup> In each lesson, students are asked to recall the order of events in the video-modeling episode and the social story associated with each target skill. Students are asked to describe how specific situations would make them (or a character) feel, identify what they (or a character) wanted in the situation, and to identify what they (or a character) need to do.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<b>Part II, strands 1-2</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Corresponding Common Core State Standards for English Language Arts:</b> <ul style="list-style-type: none"> <li>1. RL.1.5; RI.1.5; W.1.1-3,5; SL.1.4</li> <li>2. RL.1.5; RI.1.5; W.1.1-3,5; SL.1.4; L.1.1</li> </ul> <b>Purposes for using language include:</b>	<b>1. Understanding text structure</b> 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	<b>1. Understanding text structure</b> 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	<b>1. Understanding text structure</b> 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

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<p>Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>language activities guided by the teacher and independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>
	<p><b>2. Understanding cohesion</b> Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more every day 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.</p>	<p><b>2. Understanding cohesion</b> 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.</p>	<p><b>2. Understanding cohesion</b> 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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>

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<sup>21</sup> Students are asked sequence the order of events in each Social Comic activity and are asked throughout the lessons sequencing and comprehension questions. Students work independently and in small groups to sequence the social comic. Further, students are asked to predict what comes first, next, and last in specific social situations and identify alternative endings to the given situations.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part II, strands 3-5</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>3. W.1.5; SL.1.6; L.1.1,6 4. W.1.5; SL.1.6; L.1.1,6 5. W.1.5; SL.1.4,6; L.1.1,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography,</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<p><b>3. Using verbs and verb phrases</b> 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.</p>	<p><b>3. Using verbs and verb phrases</b> 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.</p>	<p><b>3. Using verbs and verb phrases</b> 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.</p>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good

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<p>science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Communication, Friendship<sup>22</sup></p> <p><b>4. Using nouns and noun phrases</b> 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.</p>	<p>Communication, Friendship<sup>22</sup></p> <p><b>4. Using nouns and noun phrases</b> 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.</p>	<p>Communication, Friendship<sup>22</sup></p> <p><b>4. Using nouns and noun phrases</b> 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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>
	<p><b>5. Modifying to add details</b> Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) 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.</p>	<p><b>5. Modifying to add details</b> 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.</p>	<p><b>5. Modifying to add details</b> <i>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.</i></p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>

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<sup>22</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments. Students gain exposure to a variety of nouns, noun phrases, verbs, and verb phrases. Additionally, students are encouraged to add detail and expand sentences when communicating with others.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part II, strands 6-7</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>6. W.1.1-3,5; SL.1.4,6; L.1.1,6 7. W.1.1-3,5; SL.1.4,6; L.1.1,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<p><b>6. Connecting ideas</b> Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.</p>	<p><b>6. Connecting ideas</b> 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.</p>	<p><b>6. Connecting ideas</b> 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. -&gt; The boy was hungry so he ate a sandwich.</i>) in shared language activities guided by the teacher and independently.</p>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>23</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>23</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>23</sup>

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<p>entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple -&gt; I like blue, red, and purple.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p><b>7. Condensing ideas</b> 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> -&gt; <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.</p>	<p><b>7. Condensing ideas</b> 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> -&gt; <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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>

<sup>23</sup> Students are encouraged to build on and increase language and communication skills. Each lesson is easily adapted to meet the needs of each individual student and is easily differentiated. In each activity students are encouraged to build on concepts and ideas and are taught to make connections between events.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts Part III: Using Foundational Literacy Skills</b>	
<b>Foundational Literacy Skills:</b>  <b>Literacy in an Alphabetic</b>	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:

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<p style="text-align: center;"><b>Writing System</b></p> <ul style="list-style-type: none"><li>• Print concepts</li><li>• Phonological awareness</li><li>• Phonics &amp; word recognition</li><li>• Fluency</li></ul>	<ul style="list-style-type: none"><li>• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</li><li>• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</li><li>• Differences between native language and English should be highlighted (e.g., some phonemes in English, may not exist in the student's native language; native language syntax may be different from English syntax.).</li></ul>
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**Section 1: Goal, Critical Principles, and Overview**

**Goal:** English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge.

<b>Part I: Interacting in Meaningful Ways</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Collaborative</b>		
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	SL.2.1,6; L.2.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>1</sup>
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	W.2.6; L.2.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>2</sup>
3. Offering and supporting opinions and negotiating with others in communicative exchanges	SL.2.1,6; L.2.1,3,6	Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns with Toys, Say Why You're Sad, Sometimes Friends Don't Want to Play, Speak Up For Yourself, Change Topics

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		Politely, Ask About Others Interests, Continuing a Conversation, Help Solve a Problem, Including Others, Making Up After a Fight, Thinking About Others
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	W.2.4-5; SL.2.1,6; L.2.1,3,6	
<b>B. Interpretive</b>		
5. Listening actively to spoken English in a range of social and academic contexts	SL.2.1-3; L.2.3	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>3</sup>
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3, 4, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>4</sup>
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	RL.2.3-4,6; RI.2.2,6,8; SL.2.3; L.2.3-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment Others, Comfort Sad Friends, Ask a Friend for Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment Others, Comfort Sad Friends, Ask a Friend for

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		Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share
<b>C. Productive</b>		
9. Expressing information and ideas in formal oral presentations on academic topics	SL.2.4-6; L.2.1,3,6	<i>Lessons and activities in TeachTown Social Skills help students to develop the skill of expressing information and ideas on academic topics by addressing the prerequisite skills needed to complete this task.</i>
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.2.1-8,10; L.2.1-3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>5</sup>
11. Supporting own opinions and evaluating others' opinions in speaking and writing	W.2.1,4,10; SL.2.4,6; L.2.1-3,6	Continuing a Conversation, Tell the Truth, How to Say No, Apologize When You Make a Mistake, Ask About Others Interests, Helping Others, Compliment Others, Comfort Sad Friends, Making Up After a Disagreement, Thinking About Others, Sometimes Friends Don't Want to Play, Take Turns with Toys, Say Why You're Mad, Say Why You're Sad, It's More Fun to Share
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	W.2.4-5; SL.2.4,6; L.2.1,3,5-6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>

<sup>1</sup> In each lesson of TeachTown Social Skills, students interact with peers in teacher-directed lessons. Each lesson encourages communication and exposes students to specific language scripts, promoting peer-to-peer communication and the development of appropriate social skills.

<sup>2</sup> Throughout the sequence of lessons for each target behavior, students participate in drawing and writing activities. For example, students are asked to draw pictures of emotions, draw scenarios of social interactions, write words that depict feelings, and organize words or sentences in graphic organizers. Students complete these activities independently or in small groups.

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<sup>3</sup> In each lesson of TeachTown Social Skills, students watch cartoon-delivered video modeling episodes that encourage the development of appropriate social skills. Students become familiar with appropriate language scripts and conversations that are reinforced in teacher-delivered lessons.

<sup>4</sup> In each Social Comic lesson, students interact with social stories that depict social situations and target skills. In the social comic, students are able to read developmentally appropriate stories while looking at cartoon pictures that support the story to promote further development and understanding.

<sup>5</sup> Throughout the sequence of lessons for each target behavior, students participate in composing and writing activities that include, but are not limited to, retelling a story by writing the key details in the correct order of events and expressing how they feel or would feel given a specific social situation by writing sentences or drawing pictures.

<sup>6</sup> In each lesson of TeachTown Social Skills, students are exposed to developmentally appropriate language and communication scripts. Students are encouraged to interact with their peers using appropriate language specific to social situations and in the natural environment. In each target behavior, teachers are provided with a vocabulary list that highlights target words that should be emphasized and highlighted throughout activities and lessons.

<b>Part II: Learning About How English Works</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Structuring Cohesive Texts</b>		
1. Understanding text structure	RL.2.5; RI.2.5; W.2.1-5; SL.2.4	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
2. Understanding cohesion	RL.2.5; RI.2.5; W.2.1-4; SL.2.4; L.2.1,3	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
<b>B. Expanding and Enriching Ideas</b>		

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3. Using verbs and verb phrases	W.2.5; SL.2.6; L.2.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>
4. Using nouns and noun phrases	W.2.5; SL.2.6; L.2.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>7</sup>
5. Modifying to add details	W.2.5; SL.2.4,6; L.2.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>8</sup>
<b>C. Connecting and Condensing Ideas</b>		
6. Connecting ideas	W.2.1-3,5; SL.2.4,6; L.2.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>9</sup>
7. Condensing ideas	W.2.1-3,5; SL.2.4,6; L.2.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>10</sup>
<b>Part III: Using Foundational Literacy Skills</b> • RF.K-1.1-4; RF.2.3-4 (as appropriate)		
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.		

Note: **Examples** provided in specific standards are *offered only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

<sup>6</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to verbs and verb phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

<sup>7</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to nouns and noun phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

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<sup>8</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments.

<sup>9</sup> The Generalization and Extension Activity lesson plans included in each target skill promote the expansion and application of the target skill. Students are able to connect and apply the skills addressed to a variety of other settings, encouraging students to further develop and generalize the skills. Additionally, throughout each lessons students are encouraged to reflect and connect the instructional content that is delivered to their own lives.

<sup>10</sup> Students are encouraged to reflect on and condense ideas in each lesson of TeachTown Social Skills. In each lesson, students are asked to summarize and reflect on various social situations and skills.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<b>Part I, strands 1-4</b> <b>Corresponding Common Core State Standards for English Language Arts:</b>  1. SL.2.1,6; L.2.1,3,6 2. W.2.6; L.2.1,3,6 3. SL.2.1,6; L.2.1,3,6 4. W.2.4-5; SL.2.1,6; L.2.1,3,6  <b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing,	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<b>1. Exchanging information and ideas</b> 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 learned phrases.	<b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	<b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.
	Following the Rules,	Be a Good Listener, How to	Be a Good Listener, How to

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<p>recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>11</sup></p>	<p>Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns With Toys, Ask Before Interrupting Play, Listen When the Teacher Talks, Play by the Rules, Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement</p>	<p>Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns With Toys, Ask Before Interrupting Play, Listen When the Teacher Talks, Play by the Rules, Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement</p>
	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and</p>	<p>Following the Rules, Interpersonal Skills, Coping</p>	<p>Following the Rules, Interpersonal Skills, Coping</p>

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	Self-Regulation, Good Communication, Friendship <sup>12</sup>	and Self-Regulation, Good Communication, Friendship <sup>12</sup>	and Self-Regulation, Good Communication, Friendship <sup>12</sup>
	<b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i> ), as well as open responses, in order to gain and/or hold the floor.	<b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.	<b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>13</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>
	<b>4. Adapting language choices</b> Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	<b>4. Adapting language choices</b> Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	<b>4. Adapting language choices</b> Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.

<sup>11</sup> In each lesson of TeachTown Social Skills, students are encouraged to communicate with one another in teacher-delivered lessons and in the natural setting. Lessons are intended to promote the development of reciprocal language and help students build communication skills.



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<sup>12</sup> In each lesson of TeachTown Social Skills, students work independently and in groups to complete a variety of tasks and assignments. Specifically, students work together to sort words and sentences in graphic organizers, create charts, compose and recreate stories in the correct sequential order, and compose pictures of write about specific social situations and personal experiences.

<sup>13</sup> Students are taught specific language scripts that they are encouraged to use in social and academic situations. These scripts are short phrases that are developmentally appropriate and can be used in a variety of settings to allow the student to appropriately communicate and contribute in social opportunities. Students are taught to and encouraged to participate in conversations using social scripts and also building on each individuals ability level.

<sup>14</sup> Throughout the curriculum students are taught the skills that are needed to respectfully and appropriately provide opinions and negotiate with others. Lessons focus on being kind and respectful and encourage students to communicate with one another in an appropriate manner, showing respect and compassion to each individual.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Part I, strands 5-8</b> <b>Corresponding Common Core State Standards for English Language Arts:</b>  5. SL.2.1-3; L.2.3 6. RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3,4,6 7. RL.2.3-4,6; RI.2.2,6,8; SL.2.3; L.2.3-6 8. RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6  <b>Purposes for using language include:</b> Describing, entertaining,	<b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.	<b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.	<b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>
	<b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., plant life cycle), and text	<b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., how earthworms eat),	<b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., erosion), and text

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<p>informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>	<p>and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>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.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>
	<p><b>7. Evaluating language choices</b> 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.</p>	<p><b>7. Evaluating language choices</b> Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.</p>	<p><b>7. Evaluating language choices</b> Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>
	<p><b>8. Analyzing language choices</b> Distinguish how two different frequently-used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience.</p>	<p><b>8. Analyzing language choices</b> Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the</p>	<p><b>8. Analyzing language choices</b> Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>, <i>heard</i> or <i>knew</i> versus <i>believed</i>) produce shades of meaning and</p>

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		audience.	different effects on the audience.

<sup>14</sup> Following the video-modeling cartoon episodes and throughout the teacher-delivered lessons, students are asked to ask and answer questions related to specific social situations.

<sup>15</sup> Students describe the sequence of events, the emotions of characters, classmates, and themselves, and is asked to predict what will happen based on specific social situations, cartoon-based video modeling episodes, teacher-directed lessons and activities, and social stories.

<sup>16</sup> Throughout each lesson, students are asked to identify the emotion of characters and their classmates. Students are asked to identify the sequence of events in cartoon-based video modeling episodes and social stories, and are taught to interpret language based on specific social situations. Students are exposed to language and social scripts that are used in a variety of settings, promoting the development and generalization of language that is used in a variety of situations.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<b>Part I, strands 9-12</b> <b>Corresponding Common Core State Standards for English Language Arts:</b>  9. SL.2.4-6; L.2.1,3,6 10. W.2.1-8,10; L.2.1-3,6 11. W.2.1,4,10; SL.2.4,6; L.2.1-3,6 12. W.2.4-5; SL.2.4,6; L.2.1,3,5-6	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<b>9. Presenting</b> Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	<b>9. Presenting</b> Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	<b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).
	Following the Rules, Interpersonal Skills, Coping	Following the Rules, Interpersonal Skills, Coping	Following the Rules, Interpersonal Skills, Coping

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<p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>and Self-Regulation, Good Communication, Friendship<sup>17</sup></p>	<p>and Self-Regulation, Good Communication, Friendship<sup>17</sup></p>	<p>and Self-Regulation, Good Communication, Friendship<sup>17</sup></p>
	<p><b>10. Writing</b> Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p><b>10. Writing</b> Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p><b>10. Writing</b> Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>
	<p><b>11. Supporting opinions</b> Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p>	<p><b>11. Supporting opinions</b> Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p>	<p><b>11. Supporting opinions</b> Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p>
<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>19</sup></p>	
<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences using key words. b) Use a select number of</p>	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences using complete sentences and key words.</p>	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p>	

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	<p>general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.</p>	<p>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>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket</i>.) to create an effect, precision, and shades of meaning while speaking and writing.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>20</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>20</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>20</sup></p>

<sup>17</sup> In each sequence of lessons, students are asked to contribute to and participate in group activities. These group activities require students to talk to one another, contribute ideas in group discussions, and share with peers work samples, stories, and personal experiences. The interactive lessons encourage students to develop and build appropriate social skills.

<sup>18</sup> Throughout the sequence of lessons in each target skill, students engage in a variety of activities that require students to work independently and in groups to compose drawings, organize information into graphic organizers, compose art or creative writing pieces and reflect on social situations and activities.

<sup>19</sup> Throughout the curriculum students are taught the skills that are needed to respectfully and appropriately provide opinions and negotiate with others. Lessons focus on being kind and respectful and encourage students to communicate with one another in an appropriate manner, showing respect and compassion to each individual.

<sup>20</sup> In each lesson, students are asked to recall the order of events in the video-modeling episode and the social story associated with each target skill. Students are asked to describe how specific situations would make them (or a character) feel, identify what they (or a character) wanted in the situation, and to identify what they (or a character) need to do.

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<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<p><b>Part II, strands 1-2</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <ol style="list-style-type: none"> <li>1. RL.2.5; RI.2.5; W.2.1-5; SL.2.4</li> <li>2. RL.2.5; RI.2.5; W.2.1-4; SL.2.4; L.2.1,3</li> </ol> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log</p>	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p><b>1. Understanding text structure</b> 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 information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.</p>	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</p>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>

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<p>entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p><b>2. Understanding cohesion</b> Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i>) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p><b>2. Understanding cohesion</b> 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>after a long time, first/next</i>) to comprehending texts and writing texts with increasing independence.</p>	<p><b>2. Understanding cohesion</b> 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, suddenly</i>) to comprehending and writing texts independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>

<sup>21</sup> Students are asked sequence the order of events in each Social Comic activity and are asked throughout the lessons sequencing and comprehension questions. Students work independently and in small groups to sequence the social comic. Further, students are asked to predict what comes first, next, and last in specific social situations and identify alternative endings to the given situations.

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<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part II, strands 3-5</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>3. W.2.5; SL.2.6; L.2.1,3,6 4. W.2.5; SL.2.6; L.2.1,3,6 5. W.2.5; SL.2.4,6; L.2.1,3,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g.,</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<p><b>3. Using verbs and verb phrases</b> a) Use frequently used verbs (e.g., walk, 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.</p>	<p><b>3. Using verbs and verb phrases</b> a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) 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) with increasing independence.</p>	<p><b>3. Using verbs and verb phrases</b> a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) 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) independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>
<p><b>4. Using nouns and noun phrases</b> Expand noun phrases in simple ways (e.g., adding a familiar</p>	<p><b>4. Using nouns and noun phrases</b> Expand noun phrases in a growing number of ways</p>	<p><b>4. Using nouns and noun phrases</b> Expand noun phrases in a variety of ways (e.g., adding</p>	



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<p>how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.</p>	<p>(e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.</p>	<p>comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>
	<p><b>5. Modifying to add details</b> Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school, with my friend</i>) 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.</p>	<p><b>5. Modifying to add details</b> Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</p>	<p><b>5. Modifying to add details</b> Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>

<sup>22</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments. Students

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gain exposure to a variety of nouns, noun phrases, verbs, and verb phrases. Additionally, students are encouraged to add detail and expand sentences when communicating with others.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part II, strands 6-7</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>6. W.2.1-3,5; SL.2.4,6; L.2.1,3,6</p> <p>7. W.2.1-3,5; SL.2.4,6; L.2.1,3,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<p><b>6. Connecting ideas</b> 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.</p>	<p><b>6. Connecting ideas</b> 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>) with increasing independence.</p>	<p><b>6. Connecting ideas</b> 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. -&gt; The boy was hungry so he ate a sandwich.</i>) independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>
<p><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. -&gt; It's green and red.</i>) to create precise and detailed sentences in shared language activities guided by</p>	<p><b>7. Condensing ideas</b> Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest. -&gt; It's a green and red plant that's</i></p>	<p><b>7. Condensing ideas</b> Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest. -&gt;</i></p>	

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<p>information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>the teacher and sometimes independently.</p>	<p><i>found in the rainforest.</i>) to create precise and detailed sentences with increasing independence.</p>	<p><i>It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences independently.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>

<sup>23</sup> Students are encouraged to build on and increase language and communication skills. Each lesson is easily adapted to meet the needs of each individual student and is easily differentiated. In each activity students are encouraged to build on concepts and ideas and are taught to make connections between events.

<p><b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b> <b>Part III: Using Foundational Literacy Skills</b></p>	
<p><b>Foundational Literacy Skills:</b></p> <p><b>Literacy in an Alphabetic Writing System</b></p> <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> </ul>	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> <li>• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</li> <li>• Similarities between native language and English should be highlighted (e.g., phonemes or</li> </ul>

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<ul style="list-style-type: none"><li>• Phonics &amp; word recognition</li><li>• Fluency</li></ul>	<ul style="list-style-type: none"><li>letters that are the same in both languages).</li><li>• Differences between native language and English should be highlighted (e.g., some phonemes in English, may not exist in the student's native language; native language syntax may be different from English syntax.).</li></ul>
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**Section 1: Goal, Critical Principles, and Overview**

**Goal:** English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

<b>Part I: Interacting in Meaningful Ways</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Collaborative</b>		
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	SL.3.1,6; L.3.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>1</sup>
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	W.3.6; L.3.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>2</sup>
3. Offering and supporting opinions and negotiating with others in communicative exchanges	SL.3.1,6; L.3.1,3,6	Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns with Toys, Say Why You're Sad, Sometimes Friends Don't Want to

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		Play, Speak Up For Yourself, Change Topics Politely, Ask About Others Interests, Continuing a Conversation, Help Solve a Problem, Including Others, Making Up After a Fight, Thinking About Others
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	W.3.4-5; SL.3.1,6; L.3.1,3,6	
<b>B. Interpretive</b>		
5. Listening actively to spoken English in a range of social and academic contexts	SL.3.1-3; L.3.3	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>3</sup>
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	RL.3.1-7,9-10; RI.3.1-7,9-10; SL.3.2-3; L.3.3, 4, 6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>4</sup>
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	RL.3.3-4,6; RI.3.2,6,8; SL.3.3; L.3.3-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment Others, Comfort Sad Friends, Ask a Friend for Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	RL.3.4-5; RI.3.4-5; SL.3.3; L.3.3-6	Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Speak Up for Yourself, Say Why You're Sad, Ask an Adult for Help, Making Up After a Disagreement, Compliment

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		Others, Comfort Sad Friends, Ask a Friend for Help When You're Having a Problem, Say Why You're Mad, Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share
<b>C. Productive</b>		
9. Expressing information and ideas in formal oral presentations on academic topics	SL.3.4-6; L.3.1,3,6	<i>Lessons and activities in TeachTown Social Skills help students to develop the skill of expressing information and ideas on academic topics by addressing the prerequisite skills needed to complete this task.</i>
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.3.1-8,10; L.3.1-3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>5</sup>
11. Supporting own opinions and evaluating others' opinions in speaking and writing	W.3.1,4,10; SL.3.4,6; L.3.1-3,6	Continuing a Conversation, Tell the Truth, How to Say No, Apologize When You Make a Mistake, Ask About Others Interests, Helping Others, Compliment Others, Comfort Sad Friends, Making Up After a Disagreement, Thinking About Others, Sometimes Friends Don't Want to Play, Take Turns with Toys, Say Why You're Mad, Say Why You're Sad, It's More Fun to Share
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	W.3.4-5; SL.3.4,6; L.3.1,3,5-6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>

<sup>1</sup> In each lesson of TeachTown Social Skills, students interact with peers in teacher-directed lessons. Each lesson encourages communication and exposes students to specific language scripts, promoting peer-to-peer communication and the development of appropriate social skills.

<sup>2</sup> Throughout the sequence of lessons for each target behavior, students participate in drawing and writing activities. For example, students are asked to draw pictures of emotions, draw scenarios of social interactions, write words that depict feelings, and organize words or sentences in graphic organizers. Students complete these activities independently or in small groups.

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<sup>3</sup> In each lesson of TeachTown Social Skills, students watch cartoon-delivered video modeling episodes that encourage the development of appropriate social skills. Students become familiar with appropriate language scripts and conversations that are reinforced in teacher-delivered lessons.

<sup>4</sup> In each Social Comic lesson, students interact with social stories that depict social situations and target skills. In the social comic, students are able to read developmentally appropriate stories while looking at cartoon pictures that support the story to promote further development and understanding.

<sup>5</sup> Throughout the sequence of lessons for each target behavior, students participate in composing and writing activities that include, but are not limited to, retelling a story by writing the key details in the correct order of events and expressing how they feel or would feel given a specific social situation by writing sentences or drawing pictures.

<sup>6</sup> In each lesson of TeachTown Social Skills, students are exposed to developmentally appropriate language and communication scripts. Students are encouraged to interact with their peers using appropriate language specific to social situations and in the natural environment. In each target behavior, teachers are provided with a vocabulary list that highlights target words that should be emphasized and highlighted throughout activities and lessons.

<b>Part II: Learning About How English Works</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b>	<b>Alignment to TeachTown Social Skills</b>
<b>A. Structuring Cohesive Texts</b>		
1. Understanding text structure	RL.3.5; RI.3.5; W.3.1-5; SL.3.4	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
2. Understanding cohesion	RL.3.5; RI.3.5; W.3.1-4; SL.3.4; L.3.1,3	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship
<b>B. Expanding and Enriching Ideas</b>		
3. Using verbs and verb phrases	W.3.5; SL.3.6; L.3.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>6</sup>
4. Using nouns and noun phrases	W.3.5; SL.3.6; L.3.1,3,6	Following the Rules, Interpersonal Skills, Coping



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		and Self-Regulation, Good Communication, Friendship <sup>7</sup>
5. Modifying to add details	W.3.5; SL.3.4,6; L.3.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>8</sup>
<b>C. Connecting and Condensing Ideas</b>		
6. Connecting ideas	W.3.1-3,5; SL.3.4,6; L.3.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>9</sup>
7. Condensing ideas	W.3.1-3,5; SL.3.4,6; L.3.1,3,6	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>10</sup>
<b>Part III: Using Foundational Literacy Skills</b> • RF.K-3.1-4 (as appropriate)		
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.		

Note: **Examples** provided in specific standards are **offered only as illustrative possibilities** and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

<sup>6</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to verbs and verb phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

<sup>7</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are exposed to nouns and noun phrases through cartoon-based video-modeling episodes and teacher-delivered lessons. Students are encouraged to use specific vocabulary words and language scripts to further develop and promote generalization of the target skill.

<sup>8</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at

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varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments.

<sup>9</sup> The Generalization and Extension Activity lesson plans included in each target skill promote the expansion and application of the target skill. Students are able to connect and apply the skills addressed to a variety of other settings, encouraging students to further develop and generalize the skills. Additionally, throughout each lessons students are encouraged to reflect and connect the instructional content that is delivered to their own lives.

<sup>10</sup> Students are encouraged to reflect on and condense ideas in each lesson of TeachTown Social Skills. In each lesson, students are asked to summarize and reflect on various social situations and skills.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part I, strands 1-4</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <ol style="list-style-type: none"> <li>1. SL.3.1,6; L.3.1,3,6</li> <li>2. W.3.6; L.3.1,3,6</li> <li>3. SL.3.1,6; L.3.1,3,6</li> <li>4. W.3.4-5; SL.3.1,6; L.3.1,3,6</li> </ol> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
		<p><b>1. Exchanging information and ideas</b> Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p>	<p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>11</sup></p>	<p>Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns With Toys, Ask Before Interrupting Play, Listen</p>	<p>Be a Good Listener, How to Join Friends During Playtime, It's More Fun to Share, Say Why You're Mad, Take Turns With Toys, Ask Before Interrupting Play,</p>

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<p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>		<p>When the Teacher Talks, Play by the Rules, Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement</p>	<p>Listen When the Teacher Talks, Play by the Rules, Make a Request, Change Topics Politely, Ask About Others Interests, Wait to Enter a Conversation, Initiating a Conversation, How to Say No, Apologize When You Make a Mistake, Tell the Truth, Continuing a Conversation, How to End a Conversation, Say Why You're Sad, Speak Up For Yourself, Ask a Friend for Help, Including Others, Compliment Others, Making Up After a Disagreement</p>
	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>
	<p>TeachTown: Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>12</sup></p>	<p>TeachTown: Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>12</sup></p>	<p>TeachTown: Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>12</sup></p>

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	<p><b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>I think...</i>), as well as open responses in order to gain and/or hold the floor.</p>	<p><b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, and...</i>), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.</p>	<p><b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X</i>), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p>
	<p>TeachTown: Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>13</sup></p>	<p>TeachTown: Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>	<p>TeachTown: Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>14</sup></p>
	<p><b>4. Adapting language choices</b> Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.</p>	<p><b>4. Adapting language choices</b> Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.</p>	<p><b>4. Adapting language choices</b> Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.</p>

<sup>11</sup> In each lesson of TeachTown Social Skills, students are encouraged to communicate with one another in teacher-delivered lessons and in the natural setting. Lessons are intended to promote the development of reciprocal language and help students build communication skills.

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<sup>12</sup> In each lesson of TeachTown Social Skills, students work independently and in groups to complete a variety of tasks and assignments. Specifically, students work together to sort words and sentences in graphic organizers, create charts, compose and recreate stories in the correct sequential order, and compose pictures of write about specific social situations and personal experiences.

<sup>13</sup> Students are taught specific language scripts that they are encouraged to use in social and academic situations. These scripts are short phrases that are developmentally appropriate and can be used in a variety of settings to allow the student to appropriately communicate and contribute in social opportunities. Students are taught to and encouraged to participate in conversations using social scripts and also building on each individuals ability level.

<sup>14</sup> Throughout the curriculum students are taught the skills that are needed to respectfully and appropriately provide opinions and negotiate with others. Lessons focus on being kind and respectful and encourage students to communicate with one another in an appropriate manner, showing respect and compassion to each individual.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Part I, strands 5-8</b> <b>Corresponding Common Core State Standards for English Language Arts:</b>  5. SL.3.1-3; L.3.3 6. RL.3.1-7,9-10; RI.3.1-7,9-10; SL.3.2-3; L.3.3,4,6 7. RL.3.3-4,6; RI.3.2,6,8; SL.3.3; L.3.3-6 8. RL.3.4-5; RI.3.4-5; SL.3.3; L.3.3-6  <b>Purposes for using language include:</b> Describing, entertaining,	<b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	<b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	<b>5. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>14</sup>
	<b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main	<b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main	<b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central

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<p>informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>	<p>idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>15</sup></p>
	<p><b>7. Evaluating language choices</b> Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.</p>	<p><b>7. Evaluating language choices</b> Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.</p>	<p><b>7. Evaluating language choices</b> Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>16</sup></p>
	<p><b>8. Analyzing language choices</b> Distinguish how different words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).</p>	<p><b>8. Analyzing language choices</b> Distinguish how different words with similar meanings (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.</p>	<p><b>8. Analyzing language choices</b> Distinguish how multiple different words with similar meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>, <i>heard</i> versus <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the</p>

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			audience.

<sup>14</sup> Following the video-modeling cartoon episodes and throughout the teacher-delivered lessons, students are asked to ask and answer questions related to specific social situations.

<sup>15</sup> Students describe the sequence of events, the emotions of characters, classmates, and themselves, and is asked to predict what will happen based on specific social situations, cartoon-based video modeling episodes, teacher-directed lessons and activities, and social stories.

<sup>16</sup> Throughout each lesson, students are asked to identify the emotion of characters and their classmates. Students are asked to identify the sequence of events in cartoon-based video modeling episodes and social stories, and are taught to interpret language based on specific social situations. Students are exposed to language and social scripts that are used in a variety of settings, promoting the development and generalization of language that is used in a variety of situations.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part I: Interacting in Meaningful Ways</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Part I, strands 9-12</b> <b>Corresponding Common Core State Standards for English Language Arts:</b>  9. SL.3.4-6; L.3.1,3,6 10. W.3.1-8,10; L.3.1-3,6 11. W.3.1,4,10; SL.3.4,6; L.3.1-3,6 12. W.3.4-5; SL.3.4,6; L.3.1,3,5-6	<b>9. Presenting</b> Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.).	<b>9. Presenting</b> Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).	<b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good

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<p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group)</p>	<p>Communication, Friendship<sup>17</sup></p> <p><b>10. Writing</b> a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.</p>	<p>Communication, Friendship<sup>17</sup></p> <p><b>10. Writing</b> a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p>b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p>	<p>Communication, Friendship<sup>17</sup></p> <p><b>10. Writing</b> a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>18</sup></p>
	<p><b>11. Supporting opinions</b> Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p>	<p><b>11. Supporting opinions</b> Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p>	<p><b>11. Supporting opinions</b> Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p>



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Whole group (one-to-many)	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>19</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>19</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>19</sup>
	<b>12. Selecting language resources</b> Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.	<b>12. Selecting language resources</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>scurry</i> versus <i>dash</i> ) while speaking and writing.	<b>12. Selecting language resources</b> Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>20</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>20</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>20</sup>

<sup>17</sup> In each sequence of lessons, students are asked to contribute to and participate in group activities. These group activities require students to talk to one another, contribute ideas in group discussions, and share with peers work samples, stories, and personal experiences. The interactive lessons encourage students to develop and build appropriate social skills.

<sup>18</sup> Throughout the sequence of lessons in each target skill, students engage in a variety of activities that require students to work independently and in groups to compose drawings, organize information into graphic organizers, compose art or creative writing pieces and reflect on social situations and activities.

<sup>19</sup> Throughout the curriculum students are taught the skills that are needed to respectfully and appropriately provide opinions and negotiate with others. Lessons focus on being kind and respectful and encourage students to communicate with one another in an appropriate manner, showing respect and compassion to each individual.

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<sup>20</sup> In each lesson, students are asked to recall the order of events in the video-modeling episode and the social story associated with each target skill. Students are asked to describe how specific situations would make them (or a character) feel, identify what they (or a character) wanted in the situation, and to identify what they (or a character) need to do. Students are asked to give additional details and elaborate on explanations when recalling specific events.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part II, strands 1-2</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <ol style="list-style-type: none"> <li>1. RL.3.5; RI.3.5; W.3.1-5; SL.3.4</li> <li>2. RL.3.5; RI.3.5; W.3.1-4; SL.3.4; L.3.1,3</li> </ol> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b></p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.</p>	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>1. Understanding text structure</b> 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 opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</p>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>21</sup>

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<p><b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p><b>2. Understanding cohesion</b> a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>then, next</i>) to comprehending texts and writing basic texts.</p>	<p><b>2. Understanding cohesion</b> a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>at the beginning/end, first/next</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>2. Understanding cohesion</b> a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example, afterward, first/next/last</i>) to comprehending texts and writing cohesive texts.</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>21</sup></p>

<sup>21</sup> Students are asked sequence the order of events in each Social Comic activity and are asked throughout the lessons sequencing and comprehension questions. Students work independently and in small groups to sequence the social comic. Further, students are asked to predict what comes first, next, and last in specific social situations and identify alternative endings to the given situations.

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<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part II, strands 3-5</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p> <p>3. W.3.5; SL.3.6; L.3.1,3,6 4. W.3.5; SL.3.6; L.3.1,3,6 5. W.3.5; SL.3.4,6; L.3.1,3,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis);</p>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
	<p><b>3. Using verbs and verb phrases</b> Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).</p>	<p><b>3. Using verbs and verb phrases</b> Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</p>	<p><b>3. Using verbs and verb phrases</b> Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</p>
	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship <sup>22</sup>
	<p><b>4. Using nouns and noun phrases</b> Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p><b>4. Using nouns and noun phrases</b> Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p><b>4. Using nouns and noun phrases</b> Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>
Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good	

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<p>etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Communication, Friendship<sup>22</sup></p>	<p>Communication, Friendship<sup>22</sup></p>	<p>Communication, Friendship<sup>22</sup></p>
	<p><b>5. Modifying to add details</b> Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked <i>to the soccer field.</i>).</p>	<p><b>5. Modifying to add details</b> Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked <i>quietly</i>; They ran <i>across the soccer field.</i>).</p>	<p><b>5. Modifying to add details</b> Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room.</i>).</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>22</sup></p>

<sup>22</sup> In each lesson, teachers are provided with a recommended vocabulary list and a language script that is appropriate to each target skill. Students are encouraged to use language in controlled and natural settings. Each lesson addresses the needs of students at varying ability levels and are easily modified to meet the language and communication needs of each individual student. The target skills and the language acquired through the instruction is intended to generalize across people, settings, and environments. Students gain exposure to a variety of nouns, noun phrases, verbs, and verb phrases. Additionally, students are encouraged to add detail and expand sentences when communicating with others.

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b>			
<b>Part II: Learning About How English Works</b>			
<b>Texts and Discourse in Context</b>	<b>English Language Development Level Continuum</b>		
<p><b>Part II, strands 6-7</b> <b>Corresponding Common Core State Standards for English Language Arts:</b></p>	<p><b>Emerging</b></p>	<p><b>Expanding</b></p>	<p><b>Bridging</b></p>
	<p><b>6. Connecting ideas</b> Combine clauses in a few basic ways to make connections</p>	<p><b>6. Connecting ideas</b> Combine clauses in an increasing variety of ways</p>	<p><b>6. Connecting ideas</b> Combine clauses in a wide variety of ways (e.g., creating</p>

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<p>6. W.3.1-3,5; SL.3.4,6; L.3.1,3,6</p> <p>7. W.3.1-3,5; SL.3.4,6; L.3.1,3,6</p> <p><b>Purposes for using language include:</b> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><b>Text types include:</b> <b>Informational text types include:</b> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</p> <p><b>Literary text types include:</b> Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story;</p>	<p>between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).</p>	<p>(e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>).</p>	<p>compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>).</p>
	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Following the Rules, Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>
	<p><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> -&gt; <i>It's green and red.</i>) to create precise and detailed sentences.</p>	<p><b>7. Condensing ideas</b> Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest.</i> -&gt; <i>It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences.</p>	<p><b>7. Condensing ideas</b> Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest.</i> -&gt; <i>It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences.</p>
	<p>Following the Rules,</p>	<p>Following the Rules,</p>	<p>Following the Rules,</p>

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<p>etc.</p> <p><b>Audiences include:</b> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>	<p>Interpersonal Skills, Coping and Self-Regulation, Good Communication, Friendship<sup>23</sup></p>
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<sup>23</sup> Students are encouraged to build on and increase language and communication skills. Each lesson is easily adapted to meet the needs of each individual student and is easily differentiated. In each activity students are encouraged to build on concepts and ideas and are taught to make connections between events.

<p align="center"><b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts Part III: Using Foundational Literacy Skills</b></p>	
<p><b>Foundational Literacy Skills:</b></p> <p><b>Literacy in an Alphabetic Writing System</b></p> <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	<p>See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:</p> <ul style="list-style-type: none"> <li>• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</li> <li>• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</li> <li>• Differences between native language and English should be highlighted (e.g., some phonemes in English, may not exist in the student’s native language; native language syntax may be different from English syntax.).</li> </ul>