

# Grade 1

An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. **1.1**

**1 with prompting and support (including context and visual aids), use a very limited set of strategies from read-alouds, picture books, and oral presentations.**

**to:** **1.1.1**

**a** identify a few key words **1.1.1.A**

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**2 use an emerging set of strategies from read-alouds, simple written texts, and oral presentations. to:** **1.1.2**

**a** identify key words and phrases **1.1.2.A**

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**3 use a developing set of strategies from read-aloud texts, simple written texts, and oral presentations to:** **1.1.3**

**a** identify main topics, **1.1.3.A**

**b** answer questions about key details **1.1.3.B**

**c** retell some key details or events **1.1.3.C**

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**4 use an increasing range of strategies from read-alouds, written texts, and oral presentations to:** **1.1.4**

**a** identify main topics **1.1.4.A**

**b** ask and answer questions about an increasing number of key details **1.1.4.B**

**c** retell familiar stories or episodes of stories **1.1.4.C**

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**5 use a wide range of strategies from read-alouds, written texts, and oral presentations to:** **1.1.5**

**a** identify main topics **1.1.5.A**

**b** ask and answer questions about key details **1.1.5.B**

**c** retell stories, including key details **1.1.5.C**

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An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. **1.2**

**1 about familiar topics. 1.2.1**

**a** listen to short conversations **1.2.1.A**

**b** respond to simple yes/no and some wh-questions **1.2.1.B**

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**2 about familiar topics.** 1.2.2

- a participate in short conversations 1.2.2.A
  - b take turns 1.2.2.B
  - c respond to simple yes/no and wh- questions 1.2.2.C
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**3 about familiar topics.** 1.2.3

- a participate in short discussions, conversations, and short written exchanges 1.2.3.A
  - b follow rules for discussion 1.2.3.B
  - c ask and answer simple questions 1.2.3.C
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**4 about a variety of topics and texts.** 1.2.4

- a participate in discussions, conversations, and written exchanges 1.2.4.A
  - b follow rules for discussion 1.2.4.B
  - c ask and answer questions 1.2.4.C
  - d respond to the comments of others 1.2.4.D
  - e make comments of his or her own 1.2.4.E
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**5 about a variety of topics and texts.** 1.2.5

- a participate in extended discussions, conversations, and written exchanges 1.2.5.A
  - b follow rules for discussion 1.2.5.B
  - c ask and answer questions 1.2.5.C
  - d build on the comments of others 1.2.5.D
  - e contribute his or her own comments 1.2.5.E
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**An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.** 1.3

**1 about familiar topics or experiences.** 1.3.1

- a communicate simple information or feelings 1.3.1.A
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**2 about familiar topics, experiences, or events.** 1.3.2

- a communicate simple messages 1.3.2.A
- 

**3 about familiar topics, stories, experiences, or events.** 1.3.3

- a deliver short simple oral presentations 1.3.3.A
  - b compose short written texts 1.3.3.B
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**4 using simple sentences and drawings or illustrations, about a variety of texts, topics, experiences, or events.** 1.3.4

- a deliver short simple oral presentations 1.3.4.A
- b compose written texts 1.3.4.B

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**5 including a few descriptive details, about a variety of texts, topics, experiences, or events.** 1.3.5

- a deliver oral presentations 1.3.5.A
  - b compose written texts 1.3.5.B
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**An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.** 1.4

**1 about familiar topics or experiences.** 1.4.1

- a express a preference or opinion 1.4.1.A
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**2 about familiar topics, experiences, or events.** 1.4.2

- a express an opinion 1.4.2.A
- 

**3 about familiar stories, experiences, or events.** 1.4.3

- a express an opinion 1.4.3.A
  - b give a reason for the opinion 1.4.3.B
- 

**4 about a variety of texts topics, experiences, and events.** 1.4.4

- a express opinions 1.4.4.A
  - b give a reason for the opinion 1.4.4.B
- 

**5 about a variety of texts, topics, experiences, or events.** 1.4.5

- a express opinions 1.4.5.A
  - b introduce the topic 1.4.5.B
  - c give a reason for the opinion 1.4.5.C
  - d provide a sense of closure 1.4.5.D
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**An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.** 1.5

**1 with prompting and support from adults, from provided sources, showing limited control.** 1.5.1

- a participate in shared research projects 1.5.1.A
  - b gather information 1.5.1.B
  - c label information 1.5.1.C
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**2 with prompting and support from adults, from provided sources showing emerging control.** 1.5.2

- a participate in shared research projects 1.5.2.A
- b gather information 1.5.2.B
- c summarize some key information 1.5.2.C

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**3 with prompting and support from adults, from provided sources showing developing control.** 1.5.3

- a participate in shared research projects 1.5.3.A
  - b. gather information 1.5.3.B
  - c summarize information 1.5.3.C
- 

**4 with prompting and support from adults, from provided sources showing increasingly independent control.** 1.5.4

- a participate in shared research projects 1.5.4.A
  - b gather information 1.5.4.B
  - c summarize information 1.5.4.C
  - d answer a question 1.5.4.D
- 

**5 with prompting and support from adults, from provided sources showing independent control.** 1.5.5

- a participate in shared research projects 1.5.5.A
  - b gather information 1.5.5.B
  - c summarize information 1.5.5.C
  - d answer a question 1.5.5.D
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**An ELL can . . . analyze and critique the arguments of others orally and in writing.** 1.6

**1 [Standard introduced at Level 2.]** 1.6.1

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**2 with prompting and support,** 1.6.2

- a identify a reason an author or a speaker gives to support a point. 1.6.2.A
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**3 Level 3** 1.6.3

- a identify one or two reasons an author or a speaker gives to support the main point. 1.6.3.A
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**4 Level 4** 1.6.4

- a identify reasons an author or a speaker gives to support the main point. 1.6.4.A
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**5 Level 5** 1.6.5

- a identify appropriate reasons an author or a speaker gives to support the main point. 1.6.5.A
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**An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.** 1.7

**1 [Standard introduced at Level 3.]** 1.7.1

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**2 [Standard introduced at Level 3.]** 1.7.2

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**3 Level 3** 1.7.3

- a show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 1.7.3.A
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**4 Level 4** 1.7.4

- a show awareness of differences between informal “playground speech” and language appropriate to the classroom 1.7.4.A
  - b use some words learned through conversations, reading, and being read to. 1.7.4.B
- 

**5 Level 5** 1.7.5

- a shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time 1.7.5.A
  - b use words learned through conversations, reading, and being read to. 1.7.5.B
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**An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.** 1.8

**1 with prompting and support (including context and visual aids), in simple oral presentations and readalouds about familiar topics, experiences, or events.** 1.8.1

- a recognize the meaning of a few frequently occurring words and phrases 1.8.1.A
- 

**2 with prompting and support (including context and visual aids), in simple oral presentations and readalouds about familiar topics, experiences, or events.** 1.8.2

- a answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases 1.8.2.A
- 

**3 using sentence-level context and visual aids, in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.** 1.8.3

- a answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases 1.8.3.A
- 

**4 using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, in oral presentations and written texts about a variety of topics, experiences, or events.** 1.8.4

- a answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions 1.8.4.A
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**5 using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), in oral presentations and written texts about a variety of topics, experiences, or events.** 1.8.5

- a answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions 1.8.5.A
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**An ELL can . . . create clear and coherent**

**1 [Standard introduced at Level 2.]** 1.9.1

**gradeappropriate  
speech and text. 1.9**

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**2 with support (including visual aids and modeled sentences), with emerging control of some frequently occurring linking words. 1.9.2**

- a retell an event 1.9.2.A
- b present simple information 1.9.2.B

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**3 with support (including modeled sentences), with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then). 1.9.3**

- a retell (in speech or writing) a simple sequence of events in the correct order 1.9.3.A
- b present simple information 1.9.3.B

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**4 with increasingly independent control of some temporal words (e.g., next, after), and some frequently occurring linking words (and, so). 1.9.4**

- a recount two or three events in sequence 1.9.4.A
- b present simple information about a topic 1.9.4.B

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**5 using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases). 1.9.5**

- a recount a more complex sequence of events in the correct order 1.9.5.A
- b introduce a topic 1.9.5.B
- c provide some facts about a topic 1.9.5.C

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**An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. 1.10**

**1 with support (including context and visual aids), 1.10.1**

- a understand and use a small number of frequently occurring nouns and verbs, 1.10.1.A
- b understand and use very simple sentences 1.10.1.B
- c respond to simple questions. 1.10.1.C

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**2 with support (including visual aids and sentences) 1.10.2**

- a recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) 1.10.2.A
- b produce simple sentences. 1.10.2.B

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**3 with support (including modeled sentences), in response to prompts. 1.10.3**

- a use some singular and plural nouns 1.10.3.A
- b use verbs in the present and past tenses 1.10.3.B
- c use frequently occurring prepositions and conjunctions 1.10.3.C
- d produce and expand simple sentences 1.10.3.D

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**4 in response to prompts.** 1.10.4

- a use an increasing number of singular and plural nouns, and verbs 1.10.4.A
- b use present and past verb tenses with appropriate subject-verb agreement 1.10.4.B
- c use frequently occurring prepositions and conjunctions 1.10.4.C
- d produce and expand simple and some compound sentences 1.10.4.D

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**5 in response to prompts.** 1.10.5

- a use singular and plural nouns with matching verbs, 1.10.5.A
- b use past, present, and future verb tenses 1.10.5.B
- c use frequently occurring prepositions and conjunctions 1.10.5.C
- d produce and expand simple and compound sentences 1.10.5.D