

Grade 1

An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. [1.1](#)

- 1 with prompting and supports, use a very limited set of strategies to: identify a few key words/attributes from read-alouds, picture books, and oral presentations [LEVEL . 1](#)
- 2 with prompting and supports, use an emerging set of strategies to: identify key words, attributes, and phrases from read-alouds, simple written texts, and oral presentations [LEVEL . 2](#)
- 3 with guidance and supports, use a developing set of strategies to: identify main topics, and answer questions about key details and retell some key details or events from read-alouds, simple written texts, and oral presentations [LEVEL . 3](#)
- 4 use an increasing range of strategies to: identify main topics and ask and answer questions about an increasing number of key details and retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations [LEVEL . 4](#)
- 5 use a wide range of strategies to: identify main topics and ask and answer questions about key details and retell stories and events, including key details from read-alouds, written texts, and oral presentations [LEVEL . 5](#)

An EL 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 with prompting and supports, listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to and respond verbally and nonverbally to simple yes/no and some wh-questions about familiar topics [LEVEL . 1](#)
- 2 with prompting and supports, participate in short conversations using words and phrases acquired in conversations, reading, and being read to and take turns and respond to yes/no and whquestions about familiar topics [LEVEL . 2](#)
- 3 with guidance and supports, participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to and follow rules for discussion and ask and answer simple questions to gain information or clarify understanding about familiar topics [LEVEL . 3](#)

4 participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to and follow rules for discussion • ask and answer questions to gain information or clarify understanding and respond to the comments of others and make comments of his or her own about a variety of topics and texts **LEVEL . 4**

5 participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to and follow rules for discussion and ask and answer questions to gain information or clarify understanding and build on the comments of others and contribute his or her own relevant comments about a variety of topics and texts **LEVEL . 5**

An EL can speak and write about grade-appropriate complex literary and informational texts and topics. 1.3

1 with prompting and supports, communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment **LEVEL . 1**

2 with prompting and supports, communicate basic messages using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events **LEVEL . 2**

3 with guidance and supports, deliver short simple oral presentations and compose short written texts including drawings or illustrations and use words and phrases acquired in conversations, reading, and being read to about familiar topics, stories, experiences, or events **LEVEL . 3**

4 deliver short simple oral presentations and compose written texts with drawings or illustrations and use words and phrases acquired in conversations, reading, and being read to and include relevant details about a variety of texts, topics, experiences, or events **LEVEL . 4**

5 deliver oral presentations and compose written texts with drawings or illustrations and use words and phrases acquired in conversations, reading, and being read to and include key details about a variety of texts, topics, experiences, or events **LEVEL . 5**

An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 1.4

1 with prompting and supports, verbally or nonverbally express a preference or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or objects in the environment **LEVEL . 1**

2 with prompting and supports, express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events **LEVEL . 2**

3 with guidance and supports, express an opinion and give a reason for the opinion and use words and phrases acquired in conversations, reading, and being read to about familiar stories, experiences, or events **LEVEL . 3**

4 introduce the topic and express opinions and give a reason for the opinion and use words and phrases acquired in conversations, reading, and being read to about a variety of texts topics, experiences, and events **LEVEL . 4**

5 introduce the topic and express opinions and give a reason for the opinion and provide a sense of closure and use words and phrases acquired in conversations, reading, and being read to about a variety of texts, topics, experiences, or events **LEVEL . 5**

An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 1.5

1 with prompting and supports, participate in shared research projects to answer a question and recall information from experiences and gather information from simple provided sources and label information **LEVEL . 1**

2 with prompting and supports, participate in shared research projects to answer a question and recall information from experiences and gather information from provided sources and label information **LEVEL . 2**

3 with guidance and supports, participate in shared research projects to answer a question and recall information from experiences and gather information from provided sources. and label and sort information into provided categories and present findings to a peer or small group using drawings or illustrations, when useful **LEVEL . 3**

4 participate in shared research projects to answer a question and recall information from experiences and gather information from provided sources and label and sort information and record some information/observations in simple notes and present findings to a small or large group using drawings or illustrations, when useful **LEVEL . 4**

5 participate in shared research projects to answer a question and recall information from experiences and gather information from a variety of provided sources. and record some information/observations in simple notes. and present findings to a small or large group using drawings or illustrations, when useful **LEVEL . 5**

An EL can analyze and critique the arguments of others orally and in writing. 1.6

1 with prompting and supports, use a few frequently occurring words and phrases to identify the main point of an author or speaker **LEVEL . 1**

2 with prompting and supports, identify the main point of an author or speaker identify a reason an author or a speaker gives to support a point **LEVEL . 2**

3 with guidance and supports, identify the main point of an author or speaker identify one or two reasons an author or a speaker gives to support the main point **LEVEL . 3**

4 identify the main point of an author or speaker and identify reasons an author or a speaker gives to support the main point **LEVEL . 4**

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- 5** identify the main point of an author or speaker and explain the reasons an author or a speaker gives to support the main point **LEVEL . 5**
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An EL can adapt language choices to purpose, task, and audience when speaking and writing. 1.7

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- 1** with prompting and supports, repeat and use frequently occurring words and phrases and recognize the meaning of high frequency words learned through conversations, reading, and being read to **LEVEL . 1**
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- 2** with prompting and supports, recognize and use some words learned through conversations, reading, and being read to and recognize the meaning and the context of some words learned through conversations, reading, and being read to **LEVEL . 2**
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- 3** with guidance and supports, use some words learned through conversations, reading, and being read to and recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom **LEVEL . 3**
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- 4** use some words learned through conversations, reading, and being read to and demonstrate awareness of differences between social language and language appropriate to the classroom **LEVEL . 4**
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- 5** use words learned through conversations, reading, and being read to and shift appropriately between social language and language appropriate to the classroom **LEVEL . 5**
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An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. 1.8

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- 1** relying on prompting, context, visual aids, and knowledge of morphology in the native language, recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events **LEVEL . 1**
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- 2** using prompting, context, visual aids, and knowledge of morphology in the native language, answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events **LEVEL . 2**
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- 3** using context, visual aids, reference materials, and a developing knowledge of English morphology, answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases in oral presentations, readalouds, and simple texts about familiar topics, experiences, or events **LEVEL . 3**
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- 4** using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events **LEVEL . 4**
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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 and suffixes),
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answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events **LEVEL . 5**

An EL can create clear and coherent grade-appropriate speech and text. **1 . 9**

- 1** with prompting and supports, put events in order from an experience or familiar story and point to or match attributes of objects in the environment **LEVEL . 1**

 - 2** with prompting and supports, orally retell several events from an experience, event, or a familiar story and present basic information and use of some frequently occurring linking words (e.g. and, so) **LEVEL . 2**

 - 3** with guidance and supports, retell a simple sequence of events or familiar story in the correct order and present basic information and use some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then) **LEVEL . 3**

 - 4** retell events or a story in sequence including key details and present basic information about a topic and use some temporal words (e.g., next, after), and some frequently occurring linking words (and, so) and provide some sense of closure **LEVEL . 4**

 - 5** retell a sequence of events or a story in the correct order including key details and introduce a topic and provide some related facts about a topic and use temporal words accurately to signal event order and using frequently occurring conjunctions (linking words or phrases) and provide some sense of closure **LEVEL . 5**
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An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. **1 . 10**

- 1** with prompting and supports, understand and use frequently occurring nouns and verbs, and understand and use very simple sentences and respond to simple questions **LEVEL . 1**

- 2** with prompting and supports, recognize and use frequently occurring nouns, verbs, prepositions, and pronouns and produce simple sentences **LEVEL . 2**

- 3** with guidance and supports, use some singular and plural nouns and pronouns and use verbs in the present and past tenses and use frequently occurring prepositions and conjunctions and produce and expand simple sentences in response to prompts about familiar topics **LEVEL . 3**

- 4** use an increasing number of singular and plural nouns, pronouns, and verbs and use present and past verb tenses with appropriate subject-verb agreement and use frequently occurring prepositions and conjunctions and produce and expand simple and some compound sentences in response to prompts **LEVEL . 4**

- 5** use singular and plural nouns, and pronouns and use past, present, and future verb tenses with appropriate subject-verb agreement and use frequently occurring prepositions and conjunctions and produce and expand a variety of simple and compound sentences in response to prompts **LEVEL . 5**