Nebraska English Language Proficiency

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

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

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

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

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

An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to pe[illegible] re[illegible] qu[illegible]

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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

2 **about familiar topics.** 1.2.2

- participate in short conversations 1.2.2.A
- take turns 1.2.2.B

- c respond to simple yes/no and wh- questions 1.2.2.C

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

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

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

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

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

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

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

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

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

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

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

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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

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

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

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

4 Level 4 1.6.4

a identify reasons an author or a speaker gives to support the main point. 1.6.4.A

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

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

2 [Standard introduced at Level 3.] 1.7.2

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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evel 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

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

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

An ELL can . . . create clear and coherent gradeappropriate speech and text. 1.9

1 [Standard introduced at Level 2.] 1.9.1

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

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

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

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

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

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

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

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use frequently occurring prepositions and conjunctions 1.10.4.C

d produce and expand simple and some compound sentences 1.10.4.D

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