

Grade 1

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

Level 1 Level 1: with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds, picture books, and oral presentations. [ELP.1.1.L1](#)

Level 2 Level 2: use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations. [ELP.1.1.L2](#)

Level 3 Level 3: use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations. [ELP.1.1.L3](#)

Level 4 Level 4: use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations. [ELP.1.1.L4](#)

Level 5 Level 5: use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations. [ELP.1.1.L5](#)

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. [ELP.1.2](#)

Level 1 Level 1: • listen to short conversations • respond to simple yes/no and some wh- questions about familiar topics. [ELP.1.2.L1](#)

Level 2 Level 2: • participate in short conversations • take turns • respond to simple yes/no and wh- questions about familiar topics. [ELP.1.2.L2](#)

Level 3 Level 3: • participate in short discussions, conversations, and short written exchanges • follow rules for discussion • ask and answer simple questions about familiar topics. [ELP.1.2.L3](#)

Level 4 Level 4: • participate in discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • respond to the comments of others • make comments of his or her own about a variety of topics and texts. [ELP.1.2.L4](#)

Level 5 Level 5: • participate in extended discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • build on the comments of others • contribute his or her own comments about a variety of topics and texts. [ELP.1.2.L5](#)

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. [ELP.1.3](#)

Level 1 Level 1: • communicate simple information or feelings about familiar topics or experiences. [ELP.1.3.L1](#)

Level 2 Level 2: • communicate simple messages about familiar topics, experiences, or events. [ELP.1.3.L2](#)

Level 3 Level 3: • deliver short simple oral presentations • compose short written texts about familiar topics, stories, experiences, or events. [ELP.1.3.L3](#)

Level 4 Level 4: using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events. [ELP.1.3.L4](#)

Level 5 Level 5: including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events. [ELP.1.3.L5](#)

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. [ELP.1.4](#)

Level 1 Level 1: • express a preference or opinion about familiar topics or experiences. [ELP.1.4.L1](#)

Level 2 Level 2: • express an opinion about familiar topics, experiences, or events. [ELP.1.4.L2](#)

Level 3 Level 3: • express an opinion • give a reason for the opinion about familiar stories, experiences, or events. [ELP.1.4.L3](#)

Level 4 Level 4: • express opinions • give a reason for the opinion about a variety of texts topics, experiences, and events. [ELP.1.4.L4](#)

Level 5 Level 5: • express opinions • introduce the topic • give a reason for the opinion • provide a sense of closure about a variety of texts, topics, experiences, or events. [ELP.1.4.L5](#)

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. [ELP.1.5](#)

Level 1 Level 1: with prompting and support from adults, • participate in shared research projects • gather information • label information from provided sources showing limited control. [ELP.1.5.L1](#)

Level 2 Level 2: with prompting and support from adults, • participate in shared research projects • gather information • summarize some key information from provided sources showing emerging control. [ELP.1.5.L2](#)

Level 3 Level 3: with prompting and support from adults, • participate in shared research projects • gather information • summarize information from provided sources showing developing control. [ELP.1.5.L3](#)

Level 4 Level 4: with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasingly independent control. [ELP.1.5.L4](#)

Level 5 Level 5: with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control. [ELP.1.5.L5](#)

An ELL can analyze and critique the arguments of others orally and in writing. [ELP.1.6](#)

Level 1 Level 1: [Standard introduced at Level 2.] [ELP.1.6.L1](#)

Level 2 Level 2: with prompting and support, • identify a reason an author or a speaker gives to support a point. [ELP.1.6.L2](#)

Level 3 Level 3: • identify one or two reasons an author or a speaker gives to support the main point. [ELP.1.6.L3](#)

Level 4 Level 4: • identify reasons an author or a speaker gives to support the main point. [ELP.1.6.L4](#)

Level 5 Level 5: • identify appropriate reasons an author or a speaker gives to support the main point. [ELP.1.6.L5](#)

An ELL can adapt language choices to purpose, task, and audience when speaking and writing. [ELP.1.7](#)

Level 1 Level 1: [Standard introduced at Level 3.] [ELP.1.7.L1](#)

Level 2 Level 2: [Standard introduced at Level 3.] [ELP.1.7.L2](#)

Level 3 Level 3: • show a developing awareness of the difference between appropriate language for the playground and language for the classroom. [ELP.1.7.L3](#)

Level 4 Level 4: • show awareness of differences between informal “playground speech” and language appropriate to the classroom • use some words learned through conversations, reading, and being read to. [ELP.1.7.L4](#)

Level 5 Level 5: • shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to. [ELP.1.7.L5](#)

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. [ELP.1.8](#)

Level 1 Level 1: with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. [ELP.1.8.L1](#)

Level 2 Level 2: with prompting and support (including context and visual aids), • answer and sometimes ask 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. [ELP.1.8.L2](#)

Level 3 Level 3: using sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events. [ELP.1.8.L3](#)

Level 4 Level 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. [ELP.1.8.L4](#)

Level 5 Level 5: using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), • 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. [ELP.1.8.L5](#)

An ELL can create clear and coherent grade-appropriate speech and text. [ELP.1.9](#)

Level 1 Level 1: [Standard introduced at Level 2.] [ELP.1.9.L1](#)

Level 2 Level 2: with support (including visual aids and modeled sentences), • retell an event • present simple information with emerging control of some frequently occurring linking words. [ELP.1.9.L2](#)

Level 3 Level 3: with support (including modeled sentences), • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then). [ELP.1.9.L3](#)

Level 4 Level 4: • recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., next, after), and some frequently occurring linking words (and, so). [ELP.1.9.L4](#)

Level 5 Level 5: • recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases). [ELP.1.9.L5](#)

An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing. [ELP.1.10](#)

Level 1 Level 1: with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions. [ELP.1.10.L1](#)

Level 2 Level 2: with support (including visual aids and sentences) • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) • produce simple sentences. [ELP.1.10.L2](#)

Level 3 Level 3: with support (including modeled sentences), • use some singular and plural nouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts. [ELP.1.10.L3](#)

Level 4 Level 4: • use an increasing number of singular and plural nouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and

expand simple and some compound sentences in response to prompts. [ELP.1.10.L4](#)

Level 5 Level 5: • use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences in response to prompts. [ELP.1.10.L5](#)

Standard