

# Grade 1

An English Language Learner 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 to:** [1.1.1](#)

- a identify a few key words from read-alouds, picture books, and oral presentations. [1.1.1.A](#)

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**2 use an emerging set of strategies to:** [1.1.2](#)

- a identify key words and phrases from read-alouds, simple written texts, and oral presentations. [1.1.2.A](#)

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**3 use a developing set of strategies 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 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 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 English Language Learner can participate in gradeappropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. [1.2](#)

**1 with prompting and support (including context and visual aids), use a very limited set of strategies to:** [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 use an emerging set of strategies to:** [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 use a developing set of strategies to:** 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 use an increasing range of strategies to:** 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 use a wide range of strategies to:** 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 English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics.** 1.3

**1 with prompting and support (including context and visual aids), use a very limited set of strategies to:** 1.3.1

- a communicate simple information or feelings about familiar topics or experiences. 1.3.1.A
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**2 use an emerging set of strategies to:** 1.3.2

- a communicate simple messages about familiar topics, experiences, or events. 1.3.2.A
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**3 use a developing set of strategies to:** 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 use an increasing range of strategies to:** 1.3.4

- a using simple sentences and drawings or illustrations, 1.3.4.A
- b deliver short simple oral presentations 1.3.4.B
- c compose written texts 1.3.4.C

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**5 use a wide range of strategies to:** 1.3.5

- a including a few descriptive details, 1.3.5.A
  - b deliver oral presentations 1.3.5.B
  - c compose written texts 1.3.5.C
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**An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence.** 1.4

**1 with prompting and support (including context and visual aids), use a very limited set of strategies to:** 1.4.1

- a express a preference or opinion about familiar topics or experiences. 1.4.1.A
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**2 use an emerging set of strategies to:** 1.4.2

- a express an opinion about familiar topics, experiences, or events. 1.4.2.A
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**3 use a developing set of strategies to:** 1.4.3

- a express an opinion 1.4.3.A
  - b give a reason for the opinion 1.4.3.B
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**4 use an increasing range of strategies to:** 1.4.4

- a express opinions 1.4.4.A
  - b give a reason for the opinion 1.4.4.B
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**5 use a wide range of strategies to:** 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 English Language Learner can conduct research and evaluate findings to answer questions or solve problems.** 1.5

**1 with prompting and support from adults,** 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,** 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, 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
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**4 with prompting and support from adults, 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
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**5 with prompting and support from adults, 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 English Language Learner 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 with prompting and support from adults, 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 with prompting and support from adults, 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 with prompting and support from adults, 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 English Language Learner 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 with prompting and support from adults, 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 with prompting and support from adults, 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
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**5 with prompting and support from adults, 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 English Language Learner 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), 1.8.1**

- a recognize the meaning of a few frequently occurring words and phrases 1.8.1.A
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**2 with prompting and support (including context and visual aids), 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
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**3 using sentence-level context and visual aids, 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
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**4 using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, 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), 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 English Language Learner can create clear and coherent grade-appropriate speech and text. 1.9**

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

**2 with support (including visual aids and modeled sentences), 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), 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 using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, 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 context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), 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 English Language Learner 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) produce simple sentences. 1.10.2.A
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**3 with support (including modeled sentences), 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 using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, 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 using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), 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