



Overview

The **Grade 1** English Language Proficiency (ELP) Standards contain 10 standards designed to facilitate development in the English language proficiency needed by students as they develop competence in the disciplinary (i.e., subject-specific) practices associated with English language arts, mathematics, and science. The ELP Standards move beyond the traditional focus of listening, speaking, reading, and writing as discrete skills. They emphasize using these skills to develop communicative competence during individual, paired, small-group, and whole-group activities that involve directions, conversations, explanations, presentations, problems, demonstrations, text, visual support (e.g., pictures and illustrations), multimedia (e.g., video clips, audio clips, and Flash files), and other digital forms. The ELP standards address the question: **“What does it look like when English language learners (ELLs) use language effectively as they progress toward independent participation in grade-appropriate activities?”**

For the purposes of clarity, the standards are organized into four categories:

- **Receptive** Language Standards (listening and reading)
- **Productive** Language Standards (speaking and writing)
- **Interactive** Language Standards (coordinated use of receptive and productive language)
- **Linguistic** Standards (English structures)

Design Features of the Standards and Descriptors

- The 10 standards are designed for use both in English language development classes and content-area classes.
- While each ELP level includes a range of abilities, the descriptors shown in this document describe what ELLs can do by the *end* of each ELP level, and address social and academic uses of language. The student’s ability to demonstrate proficiency will depend on context and content-area focus. The student’s designated ELP level therefore represents a typical current performance level, not a fixed state.
- Each standard describes *functions* (what the student “does” with language) and *forms* (the language structures the student uses to communicate). The table below describes the *forms* of each language proficiency level (i.e., 1–5). In order to maintain concision, there are instances when *forms* are not included in the standards’ proficiency level descriptors on the following pages. If needed, the proficiency level descriptors can be used to show *how* the student is carrying out the knowledge, skills, or ability described in each standard.
- The 10 standards should not be considered mutually exclusive. Instead, they are interlocking pieces to be used in combination or separately.
- A single ELP level is not equivalent to one year of English language development class. In general, ELLs, especially younger ELLs, tend to progress more rapidly through the beginning ELP levels (levels one and two) than they do through the intermediate and advanced ELP levels (levels three and four, and level five, respectively).

By the end of each English language proficiency level, the ELL will be able to demonstrate the knowledge, skill, or ability described in the standard,				
1	2	3	4	5
using gestures, a few frequently occurring words, simple phrases, and formulaic expressions.	using frequently occurring words and phrases, and a few idiomatic expressions.	using frequently occurring words and phrases, and an increasing number of idiomatic expressions.	using words, phrases, idiomatic expressions, and simple and compound sentences.	using a variety of words, phrases, idiomatic expressions, and simple, compound and complex sentences.

Grade 1 English Language Proficiency Standards

We believe that . . .

1. ELLs have the same potential as native speakers of English to complete cognitively complex tasks. Regardless of ELP level, all ELLs need access and exposure to challenging, grade-appropriate content and language. (Grade-appropriate is defined by the content area standards for that respective grade.)
2. ELLs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable developmental step as they develop grade-appropriate language capacities, particularly those that involve discipline-specific terminology and registers. The kind and intensity of the scaffolding provided will depend on each student's ability to undertake that *particular* task independently.
3. ELL's social, cultural, and linguistic background knowledge and resources can be used as a resource to help ELLs develop the social, cultural, and linguistic competencies required for effective communication in English.
4. ELP Standards can be specifically designed to leave room for teachers, curriculum developers, and states to determine how they should be reached and what additional topics should be addressed; thus, these standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication, expressive communication, or the teaching of grammar.
5. ELLs with disabilities can benefit from English language development services. Educators should be aware that these students may make progress in learning English according to slightly different paths, but that they still may make progress.
6. Relevant and strategic technology and multimedia tools, aligned to these standards, should be integrated into the design of curriculum, instruction, and assessment for ELLs. (See EP7 and MP5 in the Venn diagram below.)

Correspondence with English Language Arts & Literacy, Math, and Science

To address the unique disciplinary *language* needs of each content area, the 10 ELP standard statements were constructed in correspondence with the *Standards for Practice* found in the Common Core and Next Generation standards.

The Venn diagram to the right depicts the relationships and convergences among the *student actions* addressed by the Standards of Practices. For example, the central overlap between the three circles highlights the central role of evidence in the Standards. [See "Found in" notes to right for information on sources for this diagram.]

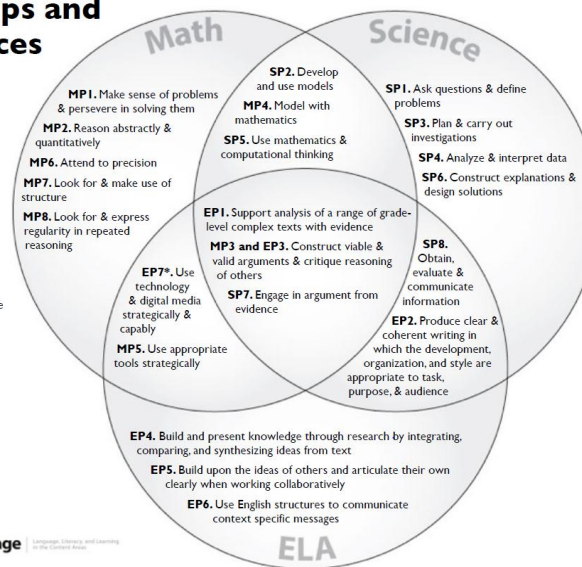
The ELP standards shown on subsequent pages address the types of *language proficiency* ELLs need as they engage in these Practices (and therefore, may show slightly different groupings of Practices with each ELP standard than those groupings shown in the Venn diagram to the right).

"By explicitly calling attention to these Practices, state ELP standards [are designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, ELPD Framework, 2012, p. 16).

Relationships and Convergences

Found in:
 1. CCSS-Mathematics (practices)
 2a. CCSS-ELA/Literacy (student capacity)
 2b. ELPD Framework (ELA practices-defined)
 3. NGSS (science & engineering practices)

Notes:
 1. MP1-MP8 represent CCSS Mathematical Practices (p.6-8).
 2. SP1-SP8 represent NGSS Science & Engineering Practices.
 3. EP1-EP6 represent CCSS ELA "Practices" as defined by the ELPD Framework (p.11).
 4. EP7* represents CCSS ELA student "capacity" (p.7).



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 in the Content Areas
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Grade 1 English Language Proficiency Standards

Use this Map to identify a Practice and its corresponding ELP standard. Click on the ELP Standard number to go to the standard.

Practices	ELP Standards									
ELA/Literacy "Practices" ¹ (EP) correspondence with . . .	1	2	3	4	5	6	7	8	9	10
EP1. Support analyses of a range of grade level complex texts with evidence.	•	•	•			•	•			
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			•	•	•			•	•	•
EP3. Construct valid arguments from evidence and critique the reasoning of others.		•			•			•		
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.		•					•	•		
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.		•			•	•	•	•		
EP6. Use English structures to communicate context-specific messages.	•			•	•		•		•	•
Mathematics Practices (MP) correspondence with . . .	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving them.	•		•			•	•	•		•
MP2. Reason abstractly and quantitatively.				•						
MP3. Construct viable arguments and critique the reasoning of others.		•			•			•		•
MP4. Model with mathematics.			•							
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.			•	•	•	•			•	•
MP7. Look for and make use of structure.	•		•			•	•		•	•
MP8. Look for and express regularity in repeated reasoning.						•	•			
Science Practices (SP) correspondence with . . .	1	2	3	4	5	6	7	8	9	10
SP1. Ask questions and define problems.	•	•		•				•		
SP2. Develop and use models.			•			•				
SP3. Plan and carry out investigations.							•			
SP4. Analyze and interpret data.					•	•				
SP5. Use mathematics and computational thinking.					•	•	•			
SP6. Construct explanations and design solutions.			•	•		•	•	•		
SP7. Engage in argument from evidence.					•			•		•
SP8. Obtain, evaluate, and communicate information.	•		•	•	•	•	•	•	•	•

¹ While the CCSS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCSS for ELA does not explicitly identify key practices and core ideas). (CCSSO ELPD Framework, 2012, p. 16)

Grade 1 English Language Proficiency Standards

Receptive Language Standards

ELLs need to develop grade-appropriate competence in using English to construct meaning found in oral and written discourse.

Standard 1.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text . . .	with prompting and support, recognize the meaning of a few commonly used words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events, using context and visual aids (including picture dictionaries).	ask 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, using visual aids (including picture dictionaries).	ask and sometimes answer 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, using context and some visual aids (including picture dictionaries).	ask and answer 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, using context and some visual aids (including picture dictionaries).	ask and answer 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, using context, some visual aids (including picture dictionaries), and morphology (e.g., simple inflectional endings, such as <i>-ed</i> , <i>-ing</i> , and some common prefixes).
as the student engages in one or more of the following discipline-specific practices: EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages. MP1. Make sense of problems and persevere in solving them. MP7. Look for and make use of structure. SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.					

Standard 2.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . extract evidence from grade-appropriate oral presentations and literary and informational text through close listening or reading . . .	with prompting and support, identify a few key words in read-alouds, picture books, and oral presentations.	identify key words and phrases in read-alouds, picture books , simple written texts, and oral presentations.	identify main topics and retell or answer questions about key details and story events from read-aloud texts, picture books , simple written texts, and oral presentations.	identify main topics; retell and answer questions about an increasing number of key details in read-alouds, picture books , written texts, and oral presentations; and retell familiar stories or episodes of stories.	identify main topics; retell and ask and answer questions about key details in read-alouds, picture books , written texts, and oral presentations; and retell stories, including key details.
as the student engages in one or more of the following discipline-specific practices: EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. SP1. Ask questions and define problems.					

Grade 1 English Language Proficiency Standards

Productive Language Standards

ELLs need to develop grade-appropriate competence in using English to produce meaningful speech acts and/or written documents.

Standard 3.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and multimedia and topics . . .	communicate simple information or feelings about familiar topics or experiences, using a combination of a few words, gestures, and labeled pictures or other visual aids.	communicate simple messages about familiar topics, experiences, events, or objects in the environment , using frequently occurring words and phrases, drawings, and labeled pictures or other visual aids.	compose simple oral presentations and written texts about familiar topics, stories , experiences, or events, using short phrases, a few simple sentences, and drawings or illustrations.	compose simple oral presentations and written texts about a variety of topics, experiences, or events, using simple sentences and drawings or illustrations.	compose short oral presentations and written texts with a few descriptive details about a variety of topics, experiences, or events, using simple and a few compound sentences.
as the student engages in one or more of the following discipline-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. MP1. Make sense of problems and persevere in solving them.		MP4. Model with mathematics. MP6. Attend to precision. MP7. Look for and make use of structure. SP2. Develop and use models.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	

Comment [o1]: Why is this only included in this proficiency level? Perhaps it fits in 1-3 or across 1-5? Is this related to “show and tell”?

Comment [o2]: Consider adding to 4 and 5

Comment [o3]: Add EP7

Standard 4.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . adapt language choices to purpose, task, and audience when speaking or writing . . .	Not applicable at this grade level.	Not applicable at this grade level.	Not applicable at this grade level.	Not applicable at this grade level. Begin to express wants and needs by adjusting word choice to situation and audience	Not applicable at this grade level. Express wants and needs by adjusting word choice to situation and audience
as the student engages in one or more of the following discipline-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP2. Reason abstractly and quantitatively. MP6. Attend to precision. SP1. Ask questions and define problems.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	

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Standard 5.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . construct a grade-appropriate oral or written claim and support it with reasoning and evidence . . .	express an opinion about a familiar topic, using a few frequently occurring words, formulaic expressions, and drawings or illustrations.	express an opinion about a familiar topic or story, using frequently occurring words, phrases, and modeled sentences, sentence frames with drawings, illustrations, or other visual aids.	express an opinion about a familiar topic or story, and give a reason for the opinion, using phrases, sentence frames and a few simple sentences with drawings, illustrations, or other visual aids .	express an opinion about a variety of topics, and give a reason for the opinion, using simple sentences with or without visuals .	express an opinion about a variety of topics, introducing the topic and giving a reason for the opinion, using simple and compound sentences.
as the student engages in one or more of the following discipline-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages.					
MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision.					
SP4. Analyze and interpret data. SP5. Use mathematical and computational thinking. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.					

Comment [o4]: awkward

Interactive Language Standards

ELLs need to develop grade-appropriate competence in using English to actively participate in classroom activities.

Standard 6.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
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 . . .	participate in short conversations about familiar topics and respond to simple yes/no questions.	participate in short conversations about familiar topics; take turns; and respond to yes/no and wh-questions.	participate in short discussions, conversations, and short written exchanges about familiar topics; follow rules for discussion; and ask and answering questions about the topic. <i>*Change "answering" to "answer".</i>	participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; respond to the comments of others and make comments of his or her own; and ask and answer questions.	participate in extended discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; build on the comments of others and contribute his or her own; and ask and respond to questions.
as the student engages in one or more of the following discipline-specific practices: EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.					
MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.					
SP2. Develop and use models. SP4. Analyze and interpret data. SP5. Use mathematical and computational thinking. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.					

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Standard 7.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . research and/or obtain, evaluate, and communicate grade-appropriate oral and written information in a clear and effective response to a defined task and purpose . . .	with guidance and support from adults, participate in shared research projects, gathering information from more than one provided source and labeling by copying provided information, using frequently occurring words with drawings, illustrations, or other visual representations.	participate in shared research projects with support , gathering information from provided sources and identifying summarizing some key information, using words, short phrases, or copying sentence models, with illustrations, drawings, or other visual representations.	participate in shared research projects, gathering information from provided sources and summarizing some key information, using simple sentence models and illustrations, drawings, or other visual representations.	participate in shared research projects, gathering information from provided sources and answering a question or summarizing information in simple sentences, with illustrations, drawings, or other visual representations.	participate in short individual or shared research projects, gathering information from provided sources and answering a question or summarizing information using in simple sentences and illustrations, drawings, or other viusal representations .
as the student engages in one or more of the following discipline-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		EP6. Use English structures to communicate context-specific messages. MP1. Make sense of problems and persevere in solving them. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.		SP3. Plan and carry out investigations. SP5. Use mathematical and computational thinking. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
Standard 8	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . analyze and critique the arguments of others orally and in writing . . .	Not applicable at this level.	with prompting and support, identify a reason an author or a speaker gives to support a point, using few frequently occurring words and phrases and formulaic expressions.	identify one or two reasons an author or a speaker gives to support the main point, using frequently occurring words, phrases, and formulaic expressions.	identify the reasons an author or a speaker gives to support the main point, using short phrases and simple and some compound sentences.	identify the reasons an author or a speaker gives to support the main point, using simple and some compound sentences.
as the student engages in one or more of the following discipline-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.		EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	

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Linguistic Standards

ELLs need to develop grade-appropriate competence in using English to build awareness in how English is structured and organized. By focusing on language as it relates to communicative and academic endeavors (language in use, not in isolation), teachers can help students develop the needed forms and functions of English.

Standard 9	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . use grade-appropriate standard English forms to communicate in speech and writing . . .	recognize and use a small number of frequently occurring nouns and verbs, and <u>understand and respond to simple questions.</u> <u>words.</u>	recognize and use frequently occurring singular and plural nouns with matching verbs (e.g., <i>He hops</i>) and frequently occurring prepositions and conjunctions (e.g., <i>and, but, or</i>), and produce simple sentences, <u>using modeled sentences in shared language activities.</u>	use some singular and plural nouns with matching verbs, verb tenses (e.g., present and past), and frequently occurring prepositions and conjunctions, and produce and expand simple sentences <u>using modeled sentences</u> in response to prompts.	use an increasing number of singular and plural nouns with matching verbs, verb tenses (e.g., present, past, and future), frequently occurring prepositions and common conjunctions, and produce and expand simple and some compound sentences in response to prompts.	use singular and plural nouns with matching verbs, verb tenses and frequently occurring prepositions and conjunctions, and produce and expand simple and compound sentences in response to prompts.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> <p>MP6. Attend to precision.</p> <p>MP7. Look for and make use of structure.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					

Standard 10.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . create clear and coherent grade-appropriate speech and text . . .	combine commonly used words and formulaic phrases, using simple conjunctions.	retell an event or present information using conjunctions and modeled sentences.	retell a simple sequence of events in the correct order.	narrate two or more events in sequence, using temporal words (e.g., <i>next, after</i>) to signal event order.	narrate a sequence of events in the correct order, using temporal words to signal the event order, and introduce a topic and provide some facts about it. <u>*It seems like the "introduce a topic" should be the first thing noted in this descriptor box.</u>
<p><u>*Confusing and unclear? What does text mean? Understanding a structure within reading, writing, speaking or is this</u></p>					

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meant to address giving a speech?					
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.</p> <p>MP6. Attend to precision. MP7. Look for and make use of structure.</p> <p>SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</p>					

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