



Grade/Grade Span: 1
 Table Group: _Kim Harrington,
 Tracy Conaghan, Kate Houston
7 Survey respondents' comments in italics

ENGLISH LANGUAGE PROFICIENCY STANDARDS
 REVIEW of August 1, 2013 Draft

Additional feedback, including specific editorial suggestions on the Grade 1 standards, were inserted directly into the draft ELP standards document on pages 4-8 using Track Changes.

LOOK AT	PROVIDE GENERAL FEEDBACK HERE
Receptive Language Standards, including correspondences	<i>Standard 1 is packed. I think it should be broken into at least two standards. Again I am concerned about the lack of standards addressing reading. Level 5 ELLs should be able to read grade level text and show that they comprehend what they have read. Standard 2 states, "that a level 5 will retell and ask and answer questions about key details in read-alouds, written tests, and oral presentations" but it does not clarify that texts should be grade level texts.</i>
Standard 1	<ul style="list-style-type: none"> Why are picture dictionaries specifically noted as a visual resource?
Standard 2	<ul style="list-style-type: none"> Clarify "close listening"... Can it be defined or is assumed that they are listening "closely" ? Add picture books across all proficiency levels 1-5.
Productive Language Standards, including correspondences	
Standard 3	<ul style="list-style-type: none"> Consider adding "feelings" to all proficiency levels. It is currently only found in proficiency level 1. In proficiency level 2, delete the "objects in the environment; this is the only proficiency level where it is even included. Add "stories" to proficiency levels 3, 4 and 5.
Standard 4 The following question is primarily for the groups reviewing grades K and 1 ELP Standards: What to do with Standard 4 for K and 1? We have 2 possible ways to handle it: (1) Not applicable at this grade	<ul style="list-style-type: none"> We believe that level 4 and 5 first graders have enough oral language to express themselves and adjust their language based on formal/informal settings. (See our recommended descriptors at levels 4 and 5)



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level or (2) Create very simple descriptors. Please advise.	
Standard 5	<ul style="list-style-type: none"> • In level 5, it may not be necessary to note “introducing the topic” as a descriptor. This seems very specific and awkward where it is placed and found • Picture cues, visuals, and drawings are so important to first graders at all proficiency levels. Also, add “sentence frames”. Consider adding our suggestions noted on the document.
Interactive Language Standards including correspondences	
Standard 6	Looks great!
Standard 7	Lower proficiency levels need more support. See our notes.
Standard 8	Looks good! <i>Standard 8, for instance, is quite ambitious--write a critique and analyze...Could native speakers do this at age 6?</i>
Linguistic Competencies and Resources including correspondences	
Standard 9	We grapple with splitting out the writing and speaking descriptors.... <i>Standard 9 has just nouns & verbs, prepositions and conjunctions. Seems like adjectives should be included at this grade level, in Levels 4 & 5.</i>
Standard 10	Is there a reason the actual standard says “speech and text” rather than “speech and writing”? Also why are some descriptor verbs asking students to “retell” and then in later proficiency levels asking them to “narrate”? Are “retell” and “narrate” supposed to be the same or is “narrate” a higher order skill? Is one referring to an oral task rather than a written task? Are students supposed to be recognizing linguistic structures within text (reading)? This standard is quite awkward and confusing without more specific clarification.



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<p>Other comments/feed back</p>	<p><i>The table on page 1 expresses an extremely low expectation for 1st graders in not beginning to use sentences until Level 4. They use basic sentences ('I am standing. She is my friend.')</i> at level 1. I have never read research that supports such low standards as expressed here. This is frankly quite alarming.</p> <p><i>Since the skills of speaking and writing for 1st graders are drastically different I think it might be appropriate to separate these so that a student might be at a PL of 4 or 5 in speaking, but at a lower proficiency level in writing.</i></p> <p><i>There needs to be more gramatical structures in the standards. Where is the form and function?</i></p> <p><i>The draft ELP standards are very broad. Phrases like "few," "some" and "frequently" need to be defined because what I think these mean can have different meaning to other people. I like that the standards are aligned with math, science and language arts but that also leads to the broad standards and I don't know if I should be teaching the these standards with a math lesson, science lesson or language arts lesson. The vocabulary in these three subjects are very different.</i></p>
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