ESL Grade 1

Listening:
1. Can respond to school environment English – bathroom permissions, lining-up, break time, lunchtime, snack time, etc.
2. Can respond to greetings, closings, apologies, simple explanations
3. Can respond to class-related questions with teacher's assistance
4. Can respond to teachers' greetings formally and with respect in English
5. Understands and follows classroom instructions (sit, stand, take out books, etc.)
6. Can respond to questions about everyday habits
7. Can respond to a context with comparative adjectives or spatial prepositions (on, in, under, next to, behind, in front of, **between**)
8. Can respond to simple statements (SVO, SV) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle)
9. Can respond to instructions with time words (ordinals 1^{st} – 5^{th}0, first, then, next, finally) **
Speaking Accuracy:
1. Uses parts of speech, tenses, and spatial prepositions at appropriate grade-level with an efficiency level that a teacher can understand without guessing (with limited Chinglish influence)
2. Uses correct intonation when asking questions
3. Developing the ability to use indefinite articles ('a' and 'an' in daily speech)
4. Identifies and uses grade-level contractions
5. Pronunciation has limited Chinglish influence
6. Developing the ability to use time words in daily speech (ordinal 1^{st}=10^{th}, first, then, next, last, finally, dates)
Speaking Efficiency:
1. Uses oral language to communicate needs and ask permission that don't involve explanations, causes, or clarification
2. Gives grade-appropriate personal information –**grade**, age, name, teacher's name, class name, etc.
3. Is able to tell a short story using pictures
4. Explains basic steps involved in completing a short grade-appropriate activity
Reading Fluency:
1. Identifies where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences)
2. Recognizes and names all uppercase and lowercase letters of the alphabet
3. Determines whether words start with sounds that are the same or different (e.g., vote and boat, run and real)
4. Can further identify single-syllable words that rhyme
5. Recognizes the difference between long- and short-vowel sounds in read aloud single-syllable words (e.g., bit/bite)
6. Identifies the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh)
7. Orally blends words that have three or more phonemes from grade-appropriate vocabulary words with little teacher's assistance
8. Orally segments single-syllable words
9. Identifies high-frequency sight words
10. Reads aloud short sentences or passages made up of words from the High Frequency Word List, grade-appropriate vocabulary words, and regular words from grade-appropriate vocabulary material at a rate of 88 words per minutes (e.g., reads aloud, "The girl is sitting on a short chair.")
11. Reads aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions)
Reading Comprehension:
1. Identifies parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator)
2. Knows how to determine the meaning of above-grade level vocabulary (topical) that is unfamiliar and/or demanding by using context or pictorial clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
3. Can predict what's going to happen by looking at the cover of a picture book or what's going to happen next from what has been read in a picture book in a guided reading class
4. Can decide the sequence of a story using pictures from a picture book
5. Can orally provide most information about characters, setting, and events in a story after reading it
6. Can make inferences under teacher's guidance
7. Can identify causes and effects in a short story under teacher's guidance
8. Can understand the main idea and can recognize a good summary of a story
9. Vocabulary base has grown to include grade-level words
Writing:
1. Can write dictated letters in upper and lower case on 3 guided lines
2. Can write dictated grade-level words and phrases
3. Can write the correct form of grade-level regular verbs with mostly accurate spelling
4. Can write the correct form of grade-level irregular verbs using creative spelling
5. Can write the correct form of grade-level regular and irregular verbs in statements, interrogatives, and negatives
6. Can write the correct form of irregular count plural nouns with creative spelling
7. Begins to use the indefinite articles 'a' and 'an' with count nouns

8.	Can write subject personal pronouns (verb agreement is often incorrect)
9.	Can write demonstrative pronouns mostly appropriately (e.g., this/that/these/those)
10.	Can write interrogative pronouns in simple questions (what, where, when)
11.	Begins to write regular comparative forms of adjectives
12.	Can demonstrate the possessive using apostrophes
13.	Begins to write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n
14.	Begins to spell common contractions (e.g., I'll, can't, don't, won't)
15.	Begins to spell words that involve these rules for conjoining morphemes: dropping a final 'e' and adding '–s' or '-es'
16.	Begins to use end mark punctuation – period, question mark, and **limited exclamation**
17.	Begins to use commas after introductory 'yes' or 'no'
18.	Begins to capitalize the first word in a sentence, first and last names, people's titles, and **days of the week** and **months** of the year
19.	Begins to capitalize titles of familiar books
20.	Begins to capitalize salutations and closings in letters
21.	Begins to capitalize country and city names
22.	Begins to edit spelling errors and punctuation errors
23.	Writes complete grammatical simple sentences (SVO)
24.	Is familiar with compound subjects and compound predicates
25.	Begins to use multiple sentences (paying attention to the correct tense – present, past or future)
26.	Uses well-formed letters and properly spaced writing to present their assignments neatly
27.	Orally segments (for spelling) single-syllable words
	Written Communication:
1.	Beginning to make effective word choices. Uses known vocabulary accurately. Words support the meaning of the sentence and help the reader to make sense of the ideas.
2.	Beginning to express their own voice to connect with the reader. At this level it is shown through an overall impression of interest in the topic. The writing is not stiff or lifeless, but shows energy and/or effort.
3.	Beginning to write fluent sentences. Creates understandable simple sentences (SVO). Most sentences are smooth when read aloud. Mother-tongue expressions may still be evident.
4.	Beginning to have engaging ideas. Author addresses the assignment given. The topic is understandable and the information is relevant. The author has something to say.

** To some extent, giving multi-step instructions is a complex task that is not always language related. Please consider the 3 confounding factors described in the "How to Use the Indicators" document – a child's personality, their working vocabulary, and the teacher's style.