

## Grade 1 PLDs by Domain

<b>Listening</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) listen to short conversations on familiar topics to respond to simple questions and some wh-questions</li> <li>• (1) with prompting and support (including context and visual aids) use a very limited set of strategies to identify a few key words in oral presentations</li> <li>• (5) with prompting and support, participate in a shared research project and gather info and label info</li> <li>• (8) with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations about familiar topics, experiences, or events</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate (by listening) in short conversations and familiar topics and texts to respond to simple questions and wh-questions</li> <li>• (1) use an emerging set of strategies to identify some key words in oral presentations</li> <li>• (6) with prompting and support, identify a reason a speaker gives to support a point</li> <li>• (5) with prompting and support, participate in a shared research project, gather info, and identify a summary from provided sources</li> <li>• (8) with prompting and support (including context and visual aids), answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations about</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate (by listening) in short conversations and discussions on familiar topics and texts to answer simple questions</li> <li>• (1) use a developing set of strategies to identify the main topics and answer questions about key details; retell some key details or events from oral presentations</li> <li>• (6) identify one or two reasons an author/speaker gives to support the main point</li> <li>• (5) with prompting and support, participate in a shared research project; gather info, and summarize info from provided sources</li> <li>• (8) using sentence-level context and visual aids, answer questions to help determine the meaning of some less frequently occurring words and phrases in</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate (by listening) in conversations and discussions on a variety of topics and texts to answer questions and respond to others' comments</li> <li>• (1) use an increasing range of strategies to determine the main topics and answer questions about an increasing number of key details in oral presentations</li> <li>• (6) identify reasons an author/speaker gives to support the main point</li> <li>• (5) with prompting and support, participate in a shared research project; gather info, summarize info, and answer question from provided sources</li> <li>• (8) using sentence context, visual aids, and some knowledge of frequently occurring</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate (by listening) in extended conversations and discussions on a variety of topics and texts to answer questions</li> <li>• (1) use a wide range of strategies to identify main topics and answer questions about key details in oral presentations</li> <li>• (6) identify reasons an author/speaker gives to support the main point</li> <li>• (5) with prompting and support, participate in a shared research project; gather info, summarize info, and answer question from provided sources</li> <li>• (8) using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), answer</li> </ul>

	familiar topics, experiences, or events	oral presentations about familiar topics, experiences, or events	root words and their inflectional forms, answer questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations about a variety of topics, experiences, or events	questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations about a variety of topics, experiences, or events
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Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) respond to simple yes/no questions and some wh- questions about familiar topics</li> <li>• (1) with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds (presented with text) and picture books</li> <li>• (5) with prompting and support from adults, participate in shared research projects and label info</li> <li>• (8) with prompting and support (including context and visual aids),</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) respond to simple yes/no questions and wh- questions about familiar topics</li> <li>• (1) use an emerging set of strategies to identify key words and phrases in read-alouds (presented with text) and simple written texts</li> <li>• (6) with prompting and support, identify a reason an author gives to support a point</li> <li>• (5) with prompting and support from adults, participate in shared research projects and (identify a summary of</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short written exchanges to answer simple questions about familiar topics</li> <li>• (1) 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 (presented with text) and simple written texts</li> <li>• (6) identify one or two reasons the author gives to support the main point</li> <li>• (5) with prompting and support from adults, participate in shared</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in written exchanges to answer questions about a variety of topics, experiences, or texts</li> <li>• (1) 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 in read-alouds (presented with text) and written texts</li> <li>• (6) identify reasons the author gives to support the main point</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in written exchanges to answer questions about a variety of topics, experiences, or texts</li> <li>• (1) use a wide range of strategies to identify main topics; ask and answer questions about key details; retell stories, including key details in read-alouds (presented with text) and written texts</li> <li>• (6) identify reasons an author gives to support the main point</li> <li>• (5) with prompting and support from adults, participate in shared</li> </ul>

<p>recognize the meaning of a few frequently occurring words and phrases in read-alouds about familiar topics, experiences, or events</p>	<p>key information) from provided sources</p> <ul style="list-style-type: none"> <li>• (8) with prompting and support (including context and visual aids), answer simple questions to help determine the meaning of frequently occurring words and phrases in read-alouds about familiar topics, experiences, or events</li> </ul>	<p>research projects; (identify a summary of information) from provided sources</p> <ul style="list-style-type: none"> <li>• (8) using sentence-level context and visual aids, answer questions to help determine the meaning of some less frequently occurring words and phrases in read-alouds and simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• (5) with prompting and support from adults, participate in shared research projects; (identify a summary of information); answer a question from provided sources</li> <li>• (8) using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, answer to help determine the meaning of less common words, phrases, and simple idiomatic expressions in written texts</li> </ul>	<p>research projects; (identify a summary of information); answer a question from provided sources</p> <ul style="list-style-type: none"> <li>• (6) describe how reasons support the specific points an author/speaker makes</li> <li>• (5) with prompting and support, carry out short research projects, gathering info from multiple sources</li> <li>• (8) using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), answer questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in written texts</li> </ul>
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## Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) with support, communicate simple information or feelings about familiar topics or experiences; (2) respond to simple yes/no questions and some wh-questions</li> <li>• (4) express a preference or opinion about a familiar topic</li> <li>• (5) with support, participate in shared research projects, label information</li> <li>• (10) with support, understand and use simple sentences, using a small number of frequently occurring nouns and verbs</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) with support, communicate simple messages about familiar topics, experiences, events, or objects in environment; (9) retell an event and respond to simple yes/no questions and wh-questions</li> <li>• (4) express an opinion about a familiar topic</li> <li>• (5) with support, participate in shared research projects, summarize some key information</li> <li>• (6) with support, identify a reason an author/speaker gives to support a point</li> <li>• (10) with support, produce simple sentences using frequently occurring nouns, verbs, prepositions and conjunctions; (9) demonstrate emerging control of some frequently occurring linking words</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) with support, participate in short written exchanges about familiar topics, stories, experiences, and events; (9) retell a simple sequence of events; (2) ask and answer simple questions about familiar topics</li> <li>• (4) express an opinion about a familiar topic or story and give a reason for the opinion</li> <li>• (5) with support, participate in a shared research project, summarize info from provided sources</li> <li>• (6) identify one or two reasons an author/speaker gives to support the main point</li> <li>• (10) with support, produce and expand simple sentences in response to prompts using some singular and plural nouns, verbs in the present and past tenses, frequently occurring prepositions</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in written exchanges about a variety of texts, topics, experiences or events while adding some comments of own; (9) recount two or three events in sequence; (2) ask and answer questions</li> <li>• (4) express opinions about a variety of texts and topics and give a reason for opinion</li> <li>• (5) with support, participate in shared research projects, summarize information, and answer a question from provided sources</li> <li>• (6) identify reasons an author/speaker gives to support the main point</li> <li>• (10) produce and expand simple and some compound sentences, using some newly learned vocabulary words; use present and past verb tenses and demonstrate increasing independent</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in extended written exchanges of information and contribute own ideas about a variety of texts, topics experiences or events; (9) recount a more complex sequence of events; ask and answer questions</li> <li>• (3) express opinions about a variety of texts and topics, introduce the topic, give a reason for opinion, and provide a sense of closure</li> <li>• (4) with support, participate in shared research projects, summarize information, and answer a question from provided sources</li> <li>• (6) identify reasons an author/speaker gives to support the main point</li> <li>• (10) communicate in writing to produce and expand simple and some compound sentences, using newly learned vocabulary</li> </ul>

		and conjunctions; (9) and show developing control of some frequently occurring linking words and temporal words while demonstrating a developing difference between appropriate playground language and classroom language	control of some temporal words and linking words, while showing an awareness of the difference between informal language and language appropriate to the classroom	words and correct noun-verb agreement; use past, present and future verb tenses and use temporal words and linking words while shifting appropriately between informal language and language appropriate to the classroom
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<b>Speaking</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>(3) communicate simple information or feelings about familiar topics or experiences to (2) respond to simple yes/no and some wh-questions and (4) express a preference or opinion</li> <li>(5) with support, participate in shared research projects from provided sources</li> <li>(10) with support, understand and use very simple sentences while recognizing and using a small number of frequently used nouns and verbs</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(3) communicate simple messages about familiar topics, experiences, events, or objects in the environment to (2) participate in short conversations and take turns; respond to simple yes/no and wh-questions; (4) express an opinion; (9) and with support, retell an event</li> <li>(6) with support, identify a reason an author/speaker gives to support a point</li> <li>(5) with support, participate in shared research projects and summarize some key</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) communicate about familiar topics, stories, experiences, or events to participate in short discussions/ conversations while following rules for discussion; (3) deliver short simple oral presentations; (2) ask and answer simple questions; (4) express an opinion and give a reason for the opinion; (9) with support, retell a simple sequence of events</li> <li>(6) identify one or two reasons an author/speaker gives to support the main point</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) communicate about a variety of topics, texts, experiences, or events to participate in discussions/ conversations, following rules for discussion, while responding to others with own comments; (3) deliver short simple oral presentations; (2) ask and answer questions; (4) express an opinion and give a reason for the opinion; (9) recount two or three events in sequence</li> <li>(6) identify reasons an author/speaker gives to support the main point</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) communicate about a variety of topics, texts, experiences, or events to participate in extended discussions/ conversations, following rules for discussion while building on comments of others along with own contributed comments; (3) deliver oral presentations with descriptive details, an introduction and a sense of closure; (2) ask and answer questions; (4) express an opinion and give a reason for the opinion; (9) and recount a more complex</li> </ul>

	<p>information from provided sources</p> <ul style="list-style-type: none"> <li>• (10) with support, produce simple sentences while using frequently occurring nouns, verbs, prepositions, and conjunctions, demonstrating emerging control of some frequently used linking words</li> </ul>	<ul style="list-style-type: none"> <li>• (5) with support, participate in shared research projects and summarize some key information from provided sources</li> <li>• (7) show a developing awareness of the difference between “playground” language and classroom language</li> <li>• (10) with support, produce and expand simple sentences using some singular and plural nouns, present and past tense verbs, prepositions and conjunctions, demonstrating developing control of some frequently used linking words and temporal words</li> </ul>	<ul style="list-style-type: none"> <li>• (5) with support, participate in shared research projects and summarize some key information from provided sources to answer a question</li> <li>• (7) show an awareness between appropriate “playground” language and classroom language; apply new vocabulary</li> <li>• (10) produce and expand simple and some compound sentences using singular and plural nouns, present and past tense verbs, prepositions and conjunctions, demonstrating increasingly independent control of some temporal words and frequently used linking words</li> </ul>	<p>sequence of events in order</p> <ul style="list-style-type: none"> <li>• (6) identify reasons an author/speaker gives to support the main point</li> <li>• (5) with support, participate in shared research projects and summarize some key information from provided sources to answer a question</li> <li>• (7) shift appropriately most of the time between appropriate “playground” language and classroom language; apply new vocabulary</li> <li>• (10) produce and expand simple and compound sentences using singular and plural nouns, present and past verbs, prepositions and conjunctions, using temporal words and linking words</li> </ul>
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