Ohio English Language Proficiency

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

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

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

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

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

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

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

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

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

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

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

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

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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se a wide range of strategies to: 1.3.5

- 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

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

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

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

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

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

An English Language Learner can conduct research and evaluate and communicate 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

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

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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ıith 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

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

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

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

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

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

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

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

2 [Standard introduced at Level 3.] 1.7.2

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

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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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

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

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

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

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

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

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

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

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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ısing context, some visual aids, and knowledge of morphology (e.g., simple nflectional 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

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

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

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

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

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