Ohio English Language Proficiency

Grades 2-3

An English Language Learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 2-3.1	**1** An English Language Learner can use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. 2-3.1.L1
	2 An English Language Learner can use an emerging set of strategies to: • identify some key words and phrases, identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. 2-3.1.L2
	3 An English Language Learner can use a developing set of strategies to: identify the main topic or message, answer questions, retell some key details from read-alouds, simple written texts, and oral presentations. 2-3.1.L3
	4 An English Language Learner can use an increasing range of strategies to: • determine the main idea or message, identify or answer questions about some key details that support the main idea/message, retell a variety of stories from read-alouds, written texts, and oral presentations. 2-3.1.L4
	5 An English Language Learner can use a wide range of strategies to: • determine the main idea or message, tell how key details support the main idea, retell a variety of stories from read-alouds, written texts, and oral communications. 2-3.1.L5
An English Language Learner can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 2-3.2	**1** An English Language Learner can listen to and occasionally participate in short conversations and respond to simple yes/no and some wh- questions about familiar topics. 2-3.2.L1
	2 An English Language Learner can participate in short conversations, discussions, and written exchanges, take turns, respond to simple yes/no and wh- questions about familiar topics. 2-3.2.L2
	3 An English Language Learner can participate in short discussions and written exchanges, follow the rules for discussion, ask questions to gain information or clarify understanding, respond to the comments of others, contribute his or her own comments about familiar topics and texts. 2-3.2.L3
	4 An English Language Learner can participate in discussions, conversations, and written exchanges, follow the rules for discussion, ask and answer questions, build on the ideas of others, contribute his or her own ideas about a variety of topics and texts. 2-3.2.L4
	5 An English Language Learner can participate in extended discussions, conversations, and written exchanges, follow the rules for discussion, ask and

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	answer questions, build on the ideas of others, express his or her own ideas about a variety of topics and texts. 2-3.2.L5
An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics. 2-3.3	**1** An English Language Learner can communicate simple information about familiar texts, topics, experiences, or events. 2-3.3.L1
	2 An English Language Learner can deliver simple oral presentations, compose written text about familiar texts, topics, experiences, or events. 2-3.3.L2
	3 An English Language Learner can deliver short oral presentation, compose written narratives, compose informational texts about familiar texts, topics, experiences, or events. 2-3.3.L3
	4 An English Language Learner can deliver short oral presentations, compose written narratives, compose informational texts about a variety of texts, topics, experiences, or events 2-3.3.L4
	5 An English Language Learner can with some details, deliver oral presentations, compose written narratives, compose informational text about a variety of texts, topics, experiences, or events. 2-3.3.L5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 2-3.4	**1** An English Language Learner can express an opinion about a familiar topic. 2-3.4.L1
	2 An English Language Learner can express an opinion about a familiar topic or story. 2-3.4.L2
	3 An English Language Learner can express an opinion, give one or more reasons for the opinion about a familiar topic or story 2-3.4.L3
	4 An English Language Learner can introduce a topic, express opinions, give several reasons for the opinions about a variety of topics. 2-3.4.L4
	5 An English Language Learner can introduce a topic, express opinions give several reasons for opinions, and provide a concluding statement about a variety of topics. 2-3.4.L5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems. 2-3.5	**1** An English Language Learner can with prompting and support, carry out short individual or shared research projects, gather information from provided sources and label information. 2-3.5.L1
	2 An English Language Learner can with prompting and support, carry out short individual or shared research projects, gather information from provided sources and record some information/ observations in simple notes. 2-3.5.L2
	3 An English Language Learner can with prompting and support, carry out short individual or shared research projects, gather information from provided sources and record some information/ observations in orderly notes. 2-3.5.L3

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	4	An English Language Learner can with prompting and support, carry out short individual or shared research projects, recall information from experience, gather information from multiple sources and sort evidence into provided categories. 2-3.5.L4
	5	An English Language Learner can carry out short individual or shared research projects, recall information from experience, gather information from multiple sources and sort evidence into provided categories 2-3.5.L5
An English Language Learner can analyze and critique the arguments of others orally and in writing. 2-3.6	1	An English Language Learner can with prompting and support, use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 2-3.6.L1
	2	An English Language Learner can with prompting and support, identify areas on an author or a speaker gives to support the main point. 2-3.6.L2
	3	An English Language Learner can tell how one or two reasons support the main point an author or a speaker makes 2-3.6.L3
	4	An English Language Learner can tell how one or two reasons support the specific points an author or a speaker makes. 2-3.6.L4
	5	An English Language Learner can describe how reasons support the specific points an author or a speaker makes. 2-3.6.L5
An English Language Learner can .adapt language choices to purpose, task, and audience when speaking and writing. 2-3.7	1	An English Language Learner can recognize the meaning of some words learned through conversations, reading, and being read to. 2-3.7.L1
	2	An English Language Learner can show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom, use some words learned through conversations, reading, and being read to. 2-3.7.L2
	3	An English Language Learner can compare examples of the formal and informal use of English, (atGrade3),use an increasing number of general academic and content-specific words in conversations and discussions. 2-3.7.L3
	4	An English Language Learner can adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content- specific words in conversations and discussions. 2-3.7.L4
	5	An English Language Learner can adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3),use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. 2-3.7.L5
An Le	Skip to main content	ın English Language Learner can relying heavily on visual aids, context, and :nowledge of morphology in his or her native language, • recognize the meaning

determine the meaning of words and phrases in oral presentations and literary and informational text. 2-3.8	**of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** 2-3.8.L1
	L2. An English Language Learner can using context, visual aids, and knowledge of morphology in his or her native language, • ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 2-3.8.L2
	3 An English Language Learner can using context, some visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 2-3.8.L3
	4 An English Language Learner can using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions,(at Grade 3)some general academic and content specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events. 2-3.8.L4
	5 An English Language Learner can using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, (at Grade 3) some general academic and content specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events. 2-3.8.L5
An English Language Learner can create clear and coherent grade-appropriate speech and text. 2-3.9	**1 An English Language Learner can with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic, use a narrow range of vocabulary and syntactically simple sentences with limited control.** 2-3.9.L1
	2 An English Language Learner can with support (including visual aids and modeled sentences), Communicate simple information about a topic, recount two events in sequence, use frequently occurring linking words (e.g., and, then) with emerging control. 2-3.9.L2
	3 An English Language Learner can with support (including modeled sentences), • present a few pieces of information about a topic recount a short sequence of events, use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 2-3.9.L3
	4 An English Language Learner can with increasingly independent control, • ıntroduce an informational topic • present facts about the topic • recount a equence of events, using temporal words (before, after, soon) • use linking ıords(e.g., because, and, also) to connect ideas or events. 2-3.9.L4

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	5 An English Language Learner can with independent control, • introduce an informational topic • present facts about the topic • use temporal words to recount a coherent sequence of events, • use linking words (e.g., because, and, also) to connect ideas and events • provide a concluding statement about the topic. 2-3.9.L5
An English Language Learner can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. 2-3.10	1 An English Language Learner can with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • respond to simple questions. 2-3.10.L1
	2 An English Language Learner can with support (including visual aids and modeled sentences), • recognize and use some frequently occurring collective nouns (e.g. group) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts. 2-3.10.L2
	3 An English Language Learner can with support (including modeled sentences), • use some collective nouns • use the past tense of some frequently occurring irregular verbs • use some frequently occurring adjectives, adverbs, and conjunctions • produce and expand simple and some compound sentences. 2-3.10.L3
	4 An English Language Learner can use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • produce and expand simple, compound, and (at Grade 3) a few complex sentences. 2-3.10.L4
	5 An English Language Learner can • use collective and commonly occurring abstract nouns (e.g. childhood) • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences. 2-3.10.L5