Ohio English Language Proficiency

Grades 4-5

An English Language Learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 4-5.1	1	**use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.** 4-5.1.L1
	2	**use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations.** 4-5.1.L2
	3	**use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.** 4-5.1.L3
	4	**use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations.** 4-5.1.L4
	5	**use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations.** 4-5.1.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. 4-5.2	1	**participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh- questions about familiar topics.** 4-5.2.L1
	2	**participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh- questions about familiar topics and texts** 4-5.2.L2
	3	**participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions about familiar topics and texts** 4-5.2.L3
	4	**participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts** 4-5.2.L4
	5	**participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts.** 4-5.2.L5

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An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics. 4-5.3	1	**communicate simple information about familiar texts, topics, events, or objects in the environment.** 4-5.3.L1
	2	**deliver short oral presentations • compose written texts about familiar texts, topics, and experiences** 4-5.3.L2
	3	**including a few details, • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, and experiences.** 4-5.3.L3
	4	**including some details, • deliver short oral presentations • compose written narratives or informational texts about a variety of texts, topics, and experiences.** 4-5.3.L4
	5	**including details and examples to develop a topic, • deliver oral presentations • compose written narrative or informational texts about a variety of texts, topics, and experiences** 4-5.3.L5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 4-5.4	1	**express an opinion about a familiar topic** 4-5.4.L1
	2	**construct a simple claim about a familiar topic • give a reason to support the claim** 4-5.4.L2
	3	**construct a claim about familiar topics • introduce the topic • provide a few reasons or facts to support the claim.** 4-5.4.L3
	4	**construct a claim about a variety of topics • introduce the topic • provide several reasons or facts to support the claim • provide a concluding statement.** 4-5.4.L4
	5	**construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts to support the claim • provide a concluding statement.** 4-5.4.L5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems. 4-5.5	1	**recall information from experience • gather information from a few provided sources • label some key information.** 4-5.5.L1
	2	**recall information from experience • gather information from provided sources. • record some information.** 4-5.5.L2
	3	**recall information from experience • gather information from print and digital sources to answer a question • identify key information in orderly notes.** 4-5.5.L3
	4	**recall information from experience • gather information from print and digital sources to answer a question • record information in organized notes, with charts, tables, or other graphics, as appropriate. • provide a list of sources** 4-5.5.L4
	5	**recall information from experience • gather information from print and digital ources • summarize key ideas and information in detailed and orderly notes, with raphics as appropriate. • provide a list of sources.** 4-5.5.L5

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An English Language Learner can analyze and critique the arguments of others orally and in writing. 4-5.6	1	**identify a point an author or speaker makes** 4-5.6.L1
	2	**identify a reason an author or speaker gives to support a main point • agree or disagree with the author or speaker.** 4-5.6.L2
	3	**tell how one or two reasons support the specific points an author or speaker makes or fails to make** 4-5.6.L3
	4	**describe how reasons support the specific points an author or speaker makes or fails to make** 4-5.6.L4
	5	**explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points** 4-5.6.L5
An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing. 4-5.7	1	**recognize the meaning of some words learned through conversations, reading, and being read to** 4-5.7.L1
	2	**with emerging control, • adapt language choices to different social and academic contents • use some words learned through conversations, reading, and being read to** 4-5.7.L2
	3	**with developing control, • adapt language choices according to purpose, task, and audience • use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.** 4-5.7.L3
	4	**with increasing ease, • adapt language choices and style (includes register) according to purpose, task, and audience • use a wider range of general academic and content-specific words and phrases in speech and writing.** 4-5.7.L4
	5	**adapt language choices and style according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing.** 4-5.7.L5
An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text 4-5.8	1	**relying heavily on context, visual aids, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** 4-5.8.L1
	2	**using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events** 4-5.8.L2
		ısing context, visual aids, reference materials, and a developing knowledge of nglish morphology, • determine the meaning of frequently occurring words and

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	phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events 4-5.8.L3
	4 using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words, phrases • determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events 4-5.8.L4
	5 using context, reference materials, and knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 4-5.8.L5
An English Language Learner can create clear and coherent grade-appropriate speech and text. 4-5.9	1 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 4-5.9.L1
	2 with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., and, then) with emerging control 4-5.9.L2
	3 with support (including modeled sentences), • introduce an informational topic • present one or two facts about the topic • recount a short sequence of events in order • use an increasing range of temporal and other linking words (e.g., next, because, and, also) • provide a concluding statement with developing control 4-5.9.L3
	4 introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) • provide a conclusion with increasingly independent control 4-5.9.L4
	5 introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section 4-5.9.L5
An English Language Learner can make accurate use of standard English to communicate in grade-appropriate sp 5.1	1 with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions 4-5.10.L1
	2 with support (including visual aids and modeled sentences), • recognize and use ome frequently occurring nouns, pronouns, verbs, prepositions, adjectives, dverbs, and conjunctions • produce simple sentences in response to prompts 4-5.10.L2

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3 **with support (including modeled sentences), • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • produce and expand simple and compound sentences** 4-5.10.L3

4 **use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences** 4-5.10.L4

5 **use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses • produce and expand simple, compound, and complex sentences** 4-5.10.L5