Ohio English Language Proficiency

Grades 6-8

An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 6-8.1

1 use a very limited set of strategies to: 6-8.1.1

- a identify a few key words and phrases in oral communications and simple written texts. 6-8.1.1.A

2 use an emerging set of strategies to: 6-8.1.2

- a identify the main topic in oral communications and simple written texts 6-8.1.2.A
- b retell a few key details. 6-8.1.2.B

3 use a developing set of strategies to: 6-8.1.3

- a determine the central idea or theme in simple oral presentations or written text 6-8.1.3.A
- b explain how the theme is supported by specific details 6-8.1.3.B
- c summarize part of the text. 6-8.1.3.C

4 use an increasing range of strategies to: 6-8.1.4

- a determine two or more central ideas or themes in oral presentations or written text 6-8.1.4.A
- b explain how the central ideas/themes are supported by specific textual details 6-8.1.4.B
- c summarize a simple text. 6-8.1.4.C

5 use a wide range of strategies to: 6-8.1.5

- a determine central ideas or themes in oral presentations or written text 6-8.1.5.A
- b explain how the central ideas/themes are developed by supporting ideas or evidence 6-8.1.5.B
- c summarize a text. 6-8.1.5.C

An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and an pe

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1 use a very limited set of strategies to: 6-8.2.1

- a participate in short conversational and written exchanges on familiar topics 6-8.2.1.A
- b present simple information 6-8.2.1.B
- c respond to simple questions and some whquestions. 6-8.2.1.C

2 use an emerging set of strategies to: 6-8.2.2

reader comments and questions. 6-8.2

- a participate in short conversational and written exchanges on familiar topics and texts 6-8.2.2.A
- b present information and ideas 6-8.2.2.B
- c respond to simple questions and whquestions. 6-8.2.2.C

3 use a developing set of strategies to: 6-8.2.3

- a participate in conversations, discussions, and written exchanges on familiar topics and texts 6-8.2.3.A
- b build on the ideas of others 6-8.2.3.B
- c express his or her own ideas 6-8.2.3.C
- d ask and answer relevant questions 6-8.2.3.D
- e add relevant information. 6-8.2.3.E

4 use an increasing range of strategies to: 6-8.2.4

- a participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues 6-8.2.4.A
- b build on the ideas of others 6-8.2.4.B
- c express his or her own ideas 6-8.2.4.C
- d ask and answer relevant questions 6-8.2.4.D
- e add relevant information and evidence 6-8.2.4.E
- f paraphrase the key ideas expressed. 6-8.2.4.F

5 use a wide range of strategies to: 6-8.2.5

- a participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues 6-8.2.5.A
- b build on the ideas of others 6-8.2.5.B
- c express his or her own ideas clearly 6-8.2.5.C
- d pose and respond to relevant questions 6-8.2.5.D
- e add relevant and specific evidence 6-8.2.5.E
- f summarize the key ideas 6-8.2.5.F
- g reflect on the key ideas expressed. 6-8.2.5.G

An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and to

1 use a very limited set of strategies to: 6-8.3.1

- a communicate simple information about familiar texts, topics, and experiences. 6-8.3.1.A

2 use an emerging set of strategies to: 6-8.3.2

deliver short oral presentations 6-8.3.2.A

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b compose written narratives or informational texts about familiar texts, topics, experiences, or events. 6-8.3.2.B

3 use a developing set of strategies to: 6-8.3.3

a deliver short oral presentations 6-8.3.3.A

b compose written narratives or informational texts 6-8.3.3.B

c develop texts with some details 6-8.3.3.C

4 use an increasing range of strategies to: 6-8.3.4

a deliver oral presentations 6-8.3.4.A

b compose written narratives or informational texts 6-8.3.4.B

c develop texts with some specific details 6-8.3.4.C

5 use a wide range of strategies to: 6-8.3.5

a deliver oral presentations 6-8.3.5.A

b compose written narratives or informational texts 6-8.3.5.B

c develop texts with relevant details, ideas, or information 6-8.3.5.C

An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence.. 6-8.4

1 use a very limited set of strategies to: 6-8.4.1

a express an opinion about a familiar topic. 6-8.4.1.A

2 use an emerging set of strategies to: 6-8.4.2

a construct a claim about a familiar topic 6-8.4.2.A

b give a reason to support the claim. 6-8.4.2.B

3 use a developing set of strategies to: 6-8.4.3

a construct a claim about a familiar topic 6-8.4.3.A

b introduce the topic 6-8.4.3.B

c provide several supporting reasons or facts in a logical order 6-8.4.3.C

d provide a concluding statement. 6-8.4.3.D

4 use an increasing range of strategies to: 6-8.4.4

a construct a claim about a variety of topics 6-8.4.4.A

b introduce the topic 6-8.4.4.B

c provide sufficient reasons or facts to support the claim 6-8.4.4.C

d provide a concluding statement. 6-8.4.4.D

5 use a wide range of strategies to: 6-8.4.5

a construct a claim about a variety of topics 6-8.4.5.A

b introduce the topic 6-8.4.5.B

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c provide compelling and logically ordered reasons or facts that effectively support the claim 6-8.4.5.C

d provide a concluding statement. 6-8.4.5.D

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. 6-8.5

1 use a very limited set of strategies to: 6-8.5.1

a gather information from a few provided sources 6-8.5.1.A

b label collected information. 6-8.5.1.B

2 use an emerging set of strategies to: 6-8.5.2

a gather information from provided sources 6-8.5.2.A

b record some data and information. 6-8.5.2.B

3 use a developing set of strategies to: 6-8.5.3

a gather information from multiple provided print and digital sources 6-8.5.3.A

b summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate 6-8.5.3.B

c cite sources. 6-8.5.3.C

4 use an increasing range of strategies to: 6-8.5.4

a gather information from multiple print and digital sources 6-8.5.4.A

b use search terms effectively 6-8.5.4.B

c quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate 6-8.5.4.C

d cite sources 6-8.5.4.D

e use a standard format for citations. 6-8.5.4.E

5 use a wide range of strategies to: 6-8.5.5

a gather information from multiple print and digital sources 6-8.5.5.A

b use search terms effectively 6-8.5.5.B

c (at Grade 8) evaluate the credibility of each source 6-8.5.5.C

d quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate 6-8.5.5.D

e cite sources 6-8.5.5.E

f use a standard format for citations. 6-8.5.5.F

An English Language Learner can analyze and critique the arguments of
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1 use a very limited set of strategies to: 6-8.6.1

a identify a point an author or a speaker makes. 6-8.6.1.A

se an emerging set of strategies to: 6-8.6.2

identify the main argument an author or a speaker makes 6-8.6.2.A

b identify one reason an author or a speaker gives to support the argument. 6-8.6.2.B

3 **use a developing set of strategies to:** 6-8.6.3

a explain the argument an author or a speaker makes 6-8.6.3.A

b distinguish between claims that are supported by reasons and evidence from those that are not. 6-8.6.3.B

4 **use an increasing range of strategies to:** 6-8.6.4

a analyze the argument and specific claims made in texts or speech 6-8.6.4.A

b determine whether the evidence is sufficient to support the claims 6-8.6.4.B

c cite textual evidence to support the analysis. 6-8.6.4.C

5 **use a wide range of strategies to:** 6-8.6.5

a analyze and evaluate the argument and specific claims made in texts or speech/ presentations 6-8.6.5.A

b determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims 6-8.6.5.B

c cite textual evidence to support the analysis. 6-8.6.5.C

An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing. 6-8.7

1 **use a very limited set of strategies to:** 6-8.7.1

a recognize the meaning of some words learned 6-8.7.1.A

b through conversations, reading, and being read to. 6-8.7.1.B

2 **with emerging control,** 6-8.7.2

a adapt language choices according to task and audience 6-8.7.2.A

b begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions. 6-8.7.2.B

3 **with developing ease,** 6-8.7.3

a adapt language choices and style according to purpose, task, and audience 6-8.7.3.A

b use an increasing number of general academic and content-specific words and phrases in speech and short written texts 6-8.7.3.B

c show developing control of style and tone in oral or written text. 6-8.7.3.C

4 **with increasing ease,** 6-8.7.4

a adapt language choices and style according to purpose, task, and audience 6-8.7.4.A

b use a wider range of general academic and content-specific academic words and phrases 6-8.7.4.B

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c maintain consistency in style and tone throughout most of oral or written text. 6-8.7.4.C

5 with ease, 6-8.7.5

a adapt language choices and style according to purpose, task, and audience, 6-8.7.5.A

b use a wide variety of complex general academic and content-specific academic words to precisely express ideas 6-8.7.5.B

c maintain an appropriate and consistent style and tone throughout an oral or written text. 6-8.7.5.C

An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text.. 6-8.8

1 relying heavily on context, visual aids, and knowledge of morphology in their native language, 6-8.8.1

a recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. 6-8.8.1.A

2 using context, visual aids, reference materials, and knowledge of morphology in their native language, 6-8.8.2

a determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. 6-8.8.2.A

3 using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), 6-8.8.3

a determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. 6-8.8.3.A

4 using context, reference materials, and an increasing knowledge of English morphology, 6-8.8.4

a determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. 6-8.8.4.A

5 using context, reference materials, and knowledge of English morphology, 6-8.8.5

a determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events. 6-8.8.5.A

An English Language Learner can create clear and coherent grade-ap te

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1 with support (including context and visual aids) and non-verbal communication, 6-8.9.1

communicate simple information about an event or topic 6-8.9.1.A

use a narrow range of vocabulary and synatically simple sentences 6-8.9.1.B

2 **with support (including modeled sentences),** 6-8.9.2

- a recount a brief sequence of events in order 6-8.9.2.A
- b introduce an informational topic 6-8.9.2.B
- c present one or two facts about the topic 6-8.9.2.C
- d use some commonly occuring linking words (e.g., next, because, and, also) 6-8.9.2.D
- e provide a concluding statement 6-8.9.2.E

3 **using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),** 6-8.9.3

- a recount a short sequence of events with a beginning, middle, and end 6-8.9.3.A
- b introduce and develop an informational topic with a few facts and details 6-8.9.3.B
- c use common transitional words and phrases to connect, events, ideas, and opinions, (e.g., after awhile, for example, in order to, as a result) 6-8.9.3.C
- d provide a conclusion 6-8.9.3.D

4 **using context, reference materials, and an increasing knowledge of English morphology,** 6-8.9.4

- a recount a more detailed sequence of events or steps in a process, with a beginning, middle and end 6-8.9.4.A
- b introduce and develop an informational topic with facts and details 6-8.9.4.B
- c use a variety of transitional words and phrases to connect events, ideas and opinions (e.g., however, on the other hand, from that moment on) 6-8.9.4.C
- d provide a concluding section 6-8.9.4.D

5 **using context, reference materials, and knowledge of English morphology,** 6-8.9.5

- a recount a complex sequence of events or steps in a process, with a beginning, middle and end 6-8.9.5.A
- b introduce and effectivly develop and informational topic with facts and details 6-8.9.5.B
- c use a wide variety of transitional words and phrases to show logical relationships between events and ideas 6-8.9.5.C
- d provide a concluding section. 6-8.9.5.D

An English Language Learner can make accurate use of standard En in

1 **with support (including context and visual aids) and non-verbal communication,** 6-8.10.1

recognize and use a small number of frequently occurring nouns, noun phrases, and verbs 6-8.10.1.A

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speech and writing. 6-8.10

- b understand and respond to simple questions. 6-8.10.1.B

2 with support (including visual aids and sentences), 6-8.10.2

- a use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases 6-8.10.2.A
- b produce simple and compound sentences. 6-8.10.2.B

3 with support (including modeled sentences), 6-8.10.3

- a use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases 6-8.10.3.A
- b produce and expand simple, compound, and a few complex sentences. 6-8.10.3.B

4 using context, reference materials, and an increasing knowledge of English morphology, 6-8.10.4

- a use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices 6-8.10.4.A
- b place phrases and clauses within a sentence 6-8.10.4.B
- c recognize and correct most misplaced and dangling modifiers 6-8.10.4.C
- d produce and expand simple, compound, and complex sentences. 6-8.10.4.D

5 using context, reference materials, and knowledge of English morphology, 6-8.10.5

- a use intensive/reflexive pronouns 6-8.10.5.A
- b use verbs in the active and passive voices 6-8.10.5.B
- c place phrases and clauses within a sentence 6-8.10.5.C
- d recognize and correct misplaced and dangling modifiers 6-8.10.5.D
- e produce and expand simple, compound, and complex sentences. 6-8.10.5.E