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Course: English/Multilingual Learning
Year: 2025-26

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Source of Content Standards

- Ohio English Language Proficiency Standards (2015)

Other Resources

- English Language Proficiency Standards (2015, yellow document)
  - The Learning and Performance Expectations come directly from this document
- Achievement Level Descriptors by Domain | ELPA21
  - ELP standards on Page 4 Organization of ELP Standards 1-8.pdf
  - ELP Standards to Hang.docx ELP standard booklet.pdf - Student-facing tools

Notes

- The Levels presented indicate, "By the end of each English Language Proficiency Level, an English Learner can…"
- Due to the nature of English learning, all of the VoLR competencies are part of each of the 10 standards. Depending on the theme of the unit, various competencies may be emphasized more at different times. Thus, we didn't note the VoLR with each standard.

Assessment of Learning Options How will we know if they learned this skill?			
Level 1 • Show me • Circle the • Where is… • Who has.. • Label and order the … • Arrange… • Point to… • Circle… • Draw… • Match… • Yes/no questions • Either/or questions	**Level 2** • Why… • How… • Explain… • Questions that require phrases or short sentence answers • Names steps using phrases or short sentences	**Level 3** • What would happen if… • Why do you think… • Questions requiring more than a sentence response • Writes longer and more complex answers/responses	**Levels 4 and 5** • Decide if… • Retell… • Elaborates with details

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• Who… • What… • How many… • Name steps in process using one word			

Content Standards	Learning and Performance Expectations
1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	**Level 1** **With prompting and support (including context and visual aids), use a very limited set of strategies to:** • **identify a few key words from read-alouds and oral presentations of information or stories.** **Level 2** **With prompting and support (including context and visual aids), use an emerging set of strategies to:** • **identify some key words and phrases from read-alouds and oral presentations** **Level 3** **With prompting and support (including context and visual aids), use an increasing range of strategies to:** • **identify main topics** • **answer questions about key details or parts of stories** • **retell events from read-alouds, picture books, and oral presentations.** **Level 4** **With prompting and support (including context and visual aids), use a developing set of strategies to:** • **identify main topics** • **ask and answer questions about key details from read-alouds and oral presentations.** **Level 5**

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	With prompting and support (including context and visual aids), use a wide range of strategies to: ● **identify main topics** ● **answer questions about key details** ● **retell familiar stories from read-alouds, picture books, and oral presentations.**
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	**Level 1** **• listen with limited participation in short conversations** **• respond to simple yes/no and some wh- questions about familiar topics.** **Level 2** **• participate in short conversations** **• respond to simple yes/no and wh- questions about familiar topics.** **Level 3** **• participate in short conversations** **• follow some rules for discussion** **• respond to simple yes/ no and wh- questions about familiar topics.** **Level 4** **• participate in conversations and discussions** **• ask and answer simple questions** **• follow increasing number of rules for discussion about a variety of topics.** **Level 5** **• participate in conversations and discussions** **• ask and answer questions** **• follow rules for discussion about a variety of topics.**

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3. Speak and write about grade-appropriate complex literary and informational texts and topics.	**Level 1** **• communicate simple information or feelings about familiar topics or experiences.** **Level 2** **• communicate simple information or feelings about familiar topics, experiences, or events.** **Level 3** **• communicate information or feelings about familiar topics, experiences, or events.** **Level 4** **• tell or dictate simple messages about a variety of topics, experiences, or events.** **Level 5** **• make simple oral presentations.** **• compose short written texts about a variety of topics, experiences, or events.**
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence	**Level 1** **• express a feeling or opinion about a familiar topic showing limited control.** **Level 2** **• express an opinion or preference about a familiar topic showing emerging control.** **Level 3** **• express an opinion or preference about a familiar topic or story showing developing control.**

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	Level 4 **• express an opinion or preference about a variety of topics or stories showing increasing control.** **Level 5** **• express an opinion or preference about a variety of topics or stories showing increasing control.**
5. Conduct research and evaluate and communicate findings to answer questions or solve problems	**Level 1** **With prompting and support from adults,** **• recall information from experience or from a provided source.** **Level 2** **With prompting and support from adults,** **• recall information from experience or use information from a provided source to answer a question.** **Level 3** **With prompting and support from adults,** **• recall information from experience or use information from provided sources to answer a question showing developing control.** **Level 4** **With prompting and support from adults,** **• recall information from experience or use information from provided sources to answer a question showing increasing control.** **Level 5** **With prompting and support from adults,** **• recall information from experience or use information from provided sources to answer a question showing increasing**

	control.
6. Analyze and critique the arguments of others orally and in writing	**Level 1** **[Standard introduced at Level 4.]** **Level 2** **[Standard introduced at Level 4.]** **Level 3** **[Standard introduced at Level 4.]** **Level 4** **With prompting and support,** **• identify a reason an author or speaker gives to support a point.** **Level 5** **With prompting and support,** **• identify appropriate reasons an author or speaker gives to support main points.**
7. Adapt language choices to purpose, task, and audience when speaking and writing	**Level 1** **[Standard introduced at Level 4.]** **Level 2** **[Standard introduced at Level 4.]** **Level 3**. **[Standard introduced at Level 4.]** **Level 4** **• show a developing awareness of the difference between**

	appropriate language for the playground and language for the classroom. **Level 5** **• show awareness of differences between informal (“playground speech”) and language appropriate to the classroom** **• use some words learned through conversations, reading, and being read to.**

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8. Determine the meaning of words and phrases in oral presentations and literary and informational text	**Level 1** **With prompting and support (including context and visual aids),** **• recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events.** **Level 2** **With prompting and support (including context and visual aids),** **• recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.** **Level 3** **With prompting and support (including context and visual aids),** **• answer questions to help determine the meaning of some words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.** **Level 4** **With prompting and support (including context and visual aids),** **• answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.** **Level 5** **With prompting and support (including context and visual aids),** **• answer and ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.**

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9. Create clear and coherent grade-appropriate speech and text	**Level 1** **[Standard introduced at Level 3.]** **Level 2** **[Standard introduced at Level 3.]** **Level 3** **With support (including visual aids, context),** **• retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then).** **Level 4** **With support (including visual aids, context)** **• retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words.** **Level 5** **With support (including visual aids),** **• retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words.**
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing	**Level 1** **With support (including context and visual aids),** **• recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple questions.** **Level 2** **With support (including context and visual aids),** **• recognize and use frequently occurring nouns, verbs, and short phrases • respond to yes/no and wh-questions** **• produce a few simple sentences in shared language activities.**

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	Level 3 **With support (including context and visual aids),** **• recognize and use frequently occurring regular plural nouns, verbs, and prepositions** **• use and respond to question words** **• produce simple sentences in shared language activities.** **Level 4** **With support (context and visual aids),** **• recognize and use frequently occurring regular plural nouns, verbs, and prepositions** **• use and respond to question words;** **• produce and expand simple sentences in shared language activities.** **Level 5** **With increasing independence,** **• use frequently occurring regular plural nouns, verbs, prepositions, and question words** **• ask and answer interrogatives (wh- questions)** **• produce and expand simple sentences in shared language activities.**