Grade(s): 1st Grade
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, picture books, and oral presentations. **Level 2** use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations. **Level 3** use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations. **Level 4** use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations **Level 5** use a wide range of strategies to: • identify main topics

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	• ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, 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 to short conversations • respond to simple yes/no and some wh- questions about familiar topics. **Level 2** • participate in short conversations. • take turns. • respond to simple yes/no and wh- questions about familiar topics **Level 3** participate in • short discussions, conversations, and short written exchanges • follow rules for discussion. • ask and answer simple questions about familiar topics. **Level 4** • participate in discussions, conversations, and written exchanges. • follow rules for discussion • ask and answer questions • respond to the comments of others. • make comments of his or her own about a variety of topics and texts. **Level 5** • participate in extended discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • build on the comments of others. • contribute his or her own comments about a variety of topics and texts.
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

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	experiences. **Level 2** communicate simple messages about familiar topics, experiences, or events. **Level 3** • deliver short simple oral presentations • compose short written texts about familiar topics, stories, experiences, or events. **Level 4** using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events. **Level 5** including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events.
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence	**Level 1** express a preference or opinion about familiar topics or experiences. **Level 2** express an opinion about familiar topics, experiences, or events. **Level 3** express an opinion • give a reason for the opinion about familiar stories, experiences, or events. **Level 4** express opinions • give a reason for the opinion about a variety of texts, topics, experiences or events. **Level 5** express opinions • introduce the topic • give a reason for the opinion • provide a sense of closure about a variety of texts, topics, experiences, or events.
5. Conduct research and evaluate and communicate findings to answer questions or solve problems	**Level 1** with prompting and support from adults, • participate in shared research projects

	• gather information • label information from provided sources showing limited control. **Level 2** with prompting and support from adults, • participate in shared research projects • gather information • summarize some key information from provided sources showing emerging control. **Level 3** with prompting and support from adults, • participate in shared research projects • gather information • summarize information from provided sources showing developing control. **Level 4** with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasingly independent control. **Level 5** with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control.
6. Analyze and critique the arguments of others orally and in writing	**Level 1** [Standard introduced at Level 2] **Level 2** with prompting and support,

	• identify a reason an author or a speaker gives to support a point. **Level 3** identify one or two reasons an author or a speaker gives to support the main point. **Level 4** identify reasons an author or a speaker gives to support the main point. **Level 5** identify appropriate reasons an author or a speaker gives to support the main point.
7. Adapt language choices to purpose, task, and audience when speaking and writing	**Level 1** [Standard introduced at Level 3] **Level 2** [Standard introduced at Level 3] **Level 3** show a developing awareness of the difference between appropriate language for the playground and language for the classroom. **Level 4** 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. **Level 5** shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to.
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 and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.

	Level 2 with prompting and support (including context and visual aids), • answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. **Level 3** using sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events. **Level 4** using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events. **Level 5** using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.
9. Create clear and coherent grade-appropriate speech and text	**Level 1** [Standard introduced at Level 2]. **Level 2** with support (including visual aids and modeled sentences), • retell an event • present simple information with emerging control of some frequently occurring linking words.

	Level 3 with support (including modeled sentences), • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then). **Level 4** recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., next, after), and some frequently occurring linking words (*and, so*). **Level 5** recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words and phrases).
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing	**Level 1** with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions. **Level 2** with support (including visual aids and sentences) • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) produce simple sentences. **Level 3** with support (including modeled sentences), • use some singular and plural nouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions

	• produce and expand simple sentences in response to prompts. **Level 4** use an increasing number of singular and plural nouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences in response to prompts. **Level 5** use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences in response to prompts.