



## **Standards Progression Tables for FY19 Ohio ESOL Standards**

### **What are Standards Progression Tables?**

Standards Progression Tables indicate the learning path students should follow according to established educational standards or curriculum (Salinas, 2009). The Ohio Aspire Professional Development Network has developed Standards Progression Tables for the Ohio FY19 ESOL Standards. These tables organize the standards by modality (Receptive, Productive, Interactive) and educational functioning levels (EFLs) 1-6.

### **Why are Standards Progression Tables valuable?**

Standards Progression Tables aid teachers in recognizing the connections between what comes before and after a specific standard or learning goal across EFLs. This is crucial for differentiating instruction because, to individualize instruction appropriately, teachers need to be able to evaluate at what level the learner is currently functioning in order to know how instruction should progress (Sáez, Lai, and Tindal, 2013). Additionally, Standards Progression Tables are essential for instructional planning in a multi-level classroom. Teachers can identify related skills and standards across EFLs and vary their instructional strategies, learning activities, resources, and assessments accordingly.

### **How do I use Standards Progression Tables to plan and implement instruction and assessments?**

Standards Progression Tables will aid teachers in:

- planning the sequence of instruction for a specific skill or set of skills
- identifying specific trouble areas along the learning continuum for struggling students and facilitating learning by focusing on requisite skills
- creating formative assessment tools for monitoring student progress
- differentiating instruction or varying instructional strategies, learning activities, resources, and assessments in the multi-level classroom

If you require assistance navigating and utilizing these Standards Progression Tables in your instructional planning and delivery, or if you have any questions, please contact the Ohio Aspire Professional Development Network at [ohiopdn@literacy.kent.edu](mailto:ohiopdn@literacy.kent.edu).

### **References:**

- Salinas, I. (2009, June). Learning progressions in science education: Two approaches for development. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.
- Sáez, L., Lai, C. F., and Tindal, G. (2013). Learning progressions: Tools for assessment and instruction for all learners (Technical Report No. 1307). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

## Receptive

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</b>					
<p><b>1.1.1.</b> Identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies, with prompting and support.</p>	<p><b>2.1.1.</b> Identify a few keywords and phrases in oral communications and simple spoken and written texts using a very limited set of strategies.</p>	<p><b>3.1.1.</b> Identify the main topic in oral presentations and simple spoken and written texts using an emerging set of strategies.</p> <p><b>3.1.2.</b> Retell a few key details using an emerging set of strategies.</p>	<p><b>4.1.1.</b> Determine a central idea or theme in oral presentations and spoken and written texts using a developing set of strategies.</p> <p><b>4.1.2.</b> Retell key details using a developing set of strategies.</p> <p><b>4.1.3.</b> Answer questions about key details using a developing set of strategies.</p> <p><b>4.1.4.</b> Explain how the theme is developed by specific details in texts using a developing set of strategies.</p> <p><b>4.1.5.</b> Summarize part of a text using a developing set of strategies.</p>	<p><b>5.1.1.</b> Determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies.</p> <p><b>5.1.2.</b> Analyze the development of the themes/ideas using an increasing range of strategies.</p> <p><b>5.1.3.</b> Cite specific details and evidence from texts to support the analysis using an increasing range of strategies.</p> <p><b>5.1.4.</b> Summarize a text using an increasing range of strategies.</p>	<p><b>6.1.1.</b> Determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies.</p> <p><b>6.1.2.</b> Analyze the development of the themes/ideas using a wide range of strategies.</p> <p><b>6.1.3.</b> Cite specific details and evidence from texts to support the analysis using a wide range of strategies.</p> <p><b>6.1.4.</b> Summarize a text using a wide range of strategies.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>6. Analyze and critique the arguments of others orally and in writing.</b>					
<i>There are no benchmarks for anchor standard 6 at Level 1.</i>	<b>2.6.1.</b> Identify a point an author or a speaker makes, with support.	<b>3.6.1.</b> Identify the main argument an author or speaker makes, with support.  <b>3.6.2.</b> Identify one reason an author or a speaker gives to support the argument, with support.	<b>4.6.1.</b> Explain the reasons an author or a speaker gives to support a claim, with support.  <b>4.6.2.</b> Identify one or two reasons an author or a speaker gives to support the main point, with support.	<b>5.6.1.</b> Analyze the reasoning in persuasive spoken and written texts.  <b>5.6.2.</b> Determine whether the evidence is sufficient to support the claim.  <b>5.6.3.</b> Cite textual evidence to support the analysis.	<b>6.6.1.</b> Analyze and evaluate the reasoning in persuasive spoken and written texts.  <b>6.6.2.</b> Determine whether the evidence is sufficient to support the claim.  <b>6.6.3.</b> Cite specific textual evidence to thoroughly support the analysis.
<b>7. Adapt language choices to purpose, task, and audience when speaking and writing.</b>					
<b>1.7.2.</b> Recognize the meaning of some words learned through conversations, reading, and being read to.	<b>2.7.2.</b> Recognize the meaning of some words learned through conversations, reading, and being read to.				

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>8. Determine the meaning of words and phrases in oral presentations and literary and informational text.</b>					
<b>1.8.1.</b> Recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events, with prompting and support.	<b>2.8.1.</b> Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events, relying heavily on context, questioning, and knowledge of morphology in their native language(s).	<b>3.8.1.</b> Determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events, using context, questioning, and knowledge of morphology in their native language(s).	<b>4.8.1.</b> Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events using context, questioning, and a developing knowledge of English and their native language(s)' morphology.	<b>5.8.1.</b> Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events using context, questioning, and an increasing knowledge of English morphology.	<b>6.8.1.</b> Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events using context, questioning, and consistent knowledge of English morphology.

## Productive

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>3. Speak and write about level-appropriate complex literary and informational texts and topics.</b>					
<p><b>1.3.1.</b> Communicate information and feelings about familiar texts, topics, and experiences, with prompting and support.</p>	<p><b>2.3.1.</b> Communicate information and feelings about familiar texts, topics, and experiences, with support.</p>	<p><b>3.3.1.</b> Deliver short oral presentations about familiar texts, topics, experiences, or events, with support.</p> <p><b>3.3.2.</b> Compose simple written narratives or informational texts about familiar texts, topics, experiences, or events, with support.</p>	<p><b>4.3.1.</b> Deliver short oral presentations about familiar texts, topics, or events, with support.</p> <p><b>4.3.2.</b> Compose written informational texts about familiar texts, topics, or events, with support.</p> <p><b>4.3.3.</b> Develop the topic with a few details about familiar texts, topics, or events, with support.</p>	<p><b>5.3.1.</b> Deliver oral presentations about a variety of texts, topics, or events.</p> <p><b>5.3.2.</b> Compose written informational texts about a variety of texts, topics, or events.</p> <p><b>5.3.3.</b> Develop the topic with some relevant details, concepts, examples, and information about a variety of texts, topics, or events.</p> <p><b>5.3.4.</b> Integrate graphics or multimedia when useful about a variety of texts, topics, or events.</p>	<p><b>6.3.1.</b> Deliver oral presentations about a variety of texts, topics, or events.</p> <p><b>6.3.2.</b> Compose written informational texts about a variety of texts, topics, or events.</p> <p><b>6.3.3.</b> Develop the topic fully with relevant details, concepts, examples, and information about a variety of texts, topics, or events.</p> <p><b>6.3.4.</b> Integrate graphics or multimedia when useful about a variety of texts, topics, or events.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.</b>					
<p><b>1.4.1.</b> Express a preference or opinion about a familiar topic.</p>	<p><b>2.4.1.</b> Express an opinion about a familiar topic, experience or event.</p> <p><b>2.4.2.</b> Give a reason for the opinion.</p>	<p><b>3.4.1.</b> Construct a claim about familiar topics, experiences, or events.</p> <p><b>3.4.2.</b> Introduce the topic, experience, or event.</p> <p><b>3.4.3.</b> Give a reason to support the claim.</p> <p><b>3.4.4.</b> Provide a concluding statement.</p>	<p><b>4.4.1.</b> Construct a claim about familiar topics.</p> <p><b>4.4.2.</b> Introduce the topic.</p> <p><b>4.4.3.</b> Provide sufficient reasons or facts to support the claim.</p> <p><b>4.4.4.</b> Provide a concluding statement.</p>	<p><b>5.4.1.</b> Construct a claim about a variety of topics.</p> <p><b>5.4.2.</b> Introduce the topic.</p> <p><b>5.4.3.</b> Provide logically ordered reasons or facts that effectively support the claim.</p> <p><b>5.4.4.</b> Provide a concluding statement.</p>	<p><b>6.4.1.</b> Construct a substantive claim about a variety of topics.</p> <p><b>6.4.2.</b> Introduce the claim.</p> <p><b>6.4.3.</b> Distinguish the claim from a counter-claim.</p> <p><b>6.4.4.</b> Provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim.</p> <p><b>6.4.5.</b> Provide a conclusion that summarizes the argument presented.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>7. Adapt language choices to purpose, task, and audience when speaking and writing.</b>					
<p><b>1.7.1.</b> Show limited awareness of differences between informal and formal language use.</p>	<p><b>2.7.1.</b> Show emerging awareness of differences between informal and formal language use.</p>	<p><b>3.7.1.</b> Show increasing awareness of differences between informal and formal language use.</p> <p><b>3.7.2.</b> Adapt language choices to task and audience with emerging control in various social and academic contexts.</p> <p><b>3.7.3.</b> Begin to use some frequently occurring general academic and content-specific words.</p>	<p><b>4.7.1.</b> Adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts.</p> <p><b>4.7.2.</b> Use an increasing number of general academic and content-specific words and expressions in spoken and written texts.</p> <p><b>4.7.3.</b> Show developing control of style and tone in spoken and written texts.</p>	<p><b>5.7.1.</b> Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.</p> <p><b>5.7.2.</b> Use a wider range of complex general academic and content-specific words and phrases.</p> <p><b>5.7.3.</b> Adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.</p>	<p><b>6.7.1.</b> Adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts.</p> <p><b>6.7.2.</b> Use a wide variety of complex general academic and content-specific words and phrases.</p> <p><b>6.7.3.</b> Employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>9. Create clear and coherent level-appropriate speech and text.</b>					
<p><b>1.9.1.</b> Use a narrow range of vocabulary and syntactically simple sentences, with support.</p>	<p><b>2.9.1.</b> Communicate basic information about an event or topic, with support.</p> <p><b>2.9.2.</b> Use a narrow range of vocabulary and syntactically simple sentences, with support.</p>	<p><b>3.9.1.</b> Recount a short sequence of events in order, with support.</p> <p><b>3.9.2.</b> Introduce an informational topic, with support.</p> <p><b>3.9.3.</b> Provide one or two facts about the topic, with support.</p> <p><b>3.9.4.</b> Use common linking words to connect events and ideas, with support.</p>	<p><b>4.9.1.</b> Recount a sequence of events, with a beginning, middle, and end, with support.</p> <p><b>4.9.2.</b> Introduce and develop an informational topic with facts and details, with support.</p> <p><b>4.9.3.</b> Use common transitional words and phrases to connect events, ideas, and opinions, with support.</p> <p><b>4.9.4.</b> Provide a conclusion, with support.</p>	<p><b>5.9.1.</b> Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.</p> <p><b>5.9.2.</b> Introduce and develop an informational topic with facts, details, and evidence.</p> <p><b>5.9.3.</b> Use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.</p> <p><b>5.9.4.</b> Provide a concluding section or statement.</p>	<p><b>6.9.1.</b> Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order.</p> <p><b>6.9.2.</b> Introduce and effectively develop an informational topic with facts, details, and evidence.</p> <p><b>6.9.3.</b> Use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas.</p> <p><b>6.9.4.</b> Provide a concluding section or statement.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</b>					
<p><b>1.10.1.</b> Recognize and use a small number of frequently occurring nouns and verbs, with support.</p> <p><b>1.10.2.</b> Understand and respond to simple questions, with support.</p>	<p><b>2.10.1.</b> Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions, with support.</p> <p><b>2.10.2.</b> Understand and respond to simple questions, with support.</p>	<p><b>3.10.1.</b> Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, with support.</p> <p><b>3.10.2.</b> Produce simple and compound sentences, with support.</p>	<p><b>4.10.1.</b> Use simple phrases, with support.</p> <p><b>4.10.2.</b> Use simple clauses, with support.</p> <p><b>4.10.3.</b> Produce and expand simple, compound, and a few complex sentences, with support.</p>	<p><b>5.10.1.</b> Use increasingly complex phrases.</p> <p><b>5.10.2.</b> Use increasingly complex clauses.</p> <p><b>5.10.3.</b> Produce and expand simple, compound, and complex sentences.</p>	<p><b>6.10.1.</b> Use complex phrases and clauses.</p> <p><b>6.10.2.</b> Produce and expand simple, compound, and complex sentences.</p>

## Interactive

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.</b>					
<p><b>1.2.1.</b> Participate in short conversations and written exchanges about familiar topics and in familiar contexts, with limited involvement.</p> <p><b>1.2.2.</b> Respond to simple yes/no questions and some wh- questions, with limited involvement.</p>	<p><b>2.2.1.</b> Listen actively to others.</p> <p><b>2.2.2.</b> Participate in short conversations and written exchanges about familiar topics and in familiar contexts.</p> <p><b>2.2.3.</b> Present simple information.</p> <p><b>2.2.4.</b> Respond to simple yes/no questions and some wh- questions.</p>	<p><b>3.2.1.</b> Participate in short conversations and written exchanges about familiar topics and texts.</p> <p><b>3.2.2.</b> Present information and ideas.</p> <p><b>3.2.3.</b> Take turns appropriately in interactions with others.</p> <p><b>3.2.4.</b> Respond to simple questions and wh- questions.</p>	<p><b>4.2.1.</b> Participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues.</p> <p><b>4.2.2.</b> Build on the ideas of others.</p> <p><b>4.2.3.</b> Express his or her own ideas.</p> <p><b>4.2.4.</b> Ask and answer relevant questions.</p> <p><b>4.2.5.</b> Add relevant information and evidence.</p> <p><b>4.2.6.</b> Restate some of the key ideas expressed.</p> <p><b>4.2.7.</b> Follow rules for discussion.</p> <p><b>4.2.8.</b> Ask questions to gain information or clarify understanding.</p>	<p><b>5.2.1.</b> Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.</p> <p><b>5.2.2.</b> Build on the ideas of others.</p> <p><b>5.2.3.</b> Express his or her own ideas.</p> <p><b>5.2.4.</b> Support points clearly with specific and relevant evidence.</p> <p><b>5.2.5.</b> Ask and answer questions to clarify ideas and conclusions.</p> <p><b>5.2.6.</b> Summarize the key points expressed.</p>	<p><b>6.2.1.</b> Participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues.</p> <p><b>6.2.2.</b> Build on the ideas of others.</p> <p><b>6.2.3.</b> Express his or her own ideas clearly and persuasively.</p> <p><b>6.2.4.</b> Refer to specific and relevant evidence from texts or research to support his or her ideas.</p> <p><b>6.2.5.</b> Ask and answer questions that probe reasoning and claims.</p> <p><b>6.2.6.</b> Summarize the key points and evidence discussed.</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>5. Conduct research and evaluate and communicate findings to answer questions or solve problems.</b>					
<p><b>1.5.1.</b> Participate in short, shared research projects, with prompting and support.</p> <p><b>1.5.2.</b> Gather information from a few provided sources, with prompting and support.</p> <p><b>1.5.3.</b> Label some key information, with prompting and support.</p>	<p><b>2.5.1.</b> Carry out short, shared research projects, with support.</p> <p><b>2.5.2.</b> Gather information from a few provided print and digital sources, with support.</p> <p><b>2.5.3.</b> Label collected information, experiences, or events, with support.</p> <p><b>2.5.4.</b> Recall information from experience or from a provided source, with support.</p>	<p><b>3.5.1.</b> Carry out short individual or shared research projects, with support.</p> <p><b>3.5.2.</b> Gather information from provided print and digital sources, with support.</p> <p><b>3.5.3.</b> Record information in simple notes, with support.</p> <p><b>3.5.4.</b> Summarize data and information, with support.</p>	<p><b>4.5.1.</b> Carry out short research projects to answer a question, with support.</p> <p><b>4.5.2.</b> Gather information from multiple provided print and digital sources, with support.</p> <p><b>4.5.3.</b> Paraphrase key information in a short written or oral report, with support.</p> <p><b>4.5.4.</b> Include illustrations, diagrams, or other graphics as appropriate, with support.</p> <p><b>4.5.5.</b> Provide a list of sources, with support.</p>	<p><b>5.5.1.</b> Carry out both short and more sustained research projects to answer a question.</p> <p><b>5.5.2.</b> Gather information from multiple print and digital sources.</p> <p><b>5.5.3.</b> Evaluate the reliability of each source.</p> <p><b>5.5.4.</b> Use search terms effectively.</p> <p><b>5.5.5.</b> Synthesize information from multiple print and digital sources.</p> <p><b>5.5.6.</b> Integrate information into an organized oral or written report.</p> <p><b>5.5.7.</b> Include illustrations, diagrams, or other graphics as appropriate.</p> <p><b>5.5.8.</b> Cite sources appropriately.</p>	<p><b>6.5.1.</b> Carry out both short and more sustained research projects to answer a question or solve a problem.</p> <p><b>6.5.2.</b> Gather information from multiple print and digital sources.</p> <p><b>6.5.3.</b> Evaluate the reliability of each source.</p> <p><b>6.5.4.</b> Use advanced search terms effectively.</p> <p><b>6.5.5.</b> Synthesize information from multiple print and digital sources.</p> <p><b>6.5.6.</b> Analyze and integrate information into clearly organized spoken and written texts.</p> <p><b>6.5.7.</b> Include illustrations, diagrams, or other graphics as appropriate.</p> <p><b>6.5.8.</b> Cite sources appropriately.</p>