California English Language Development

Grade 5

Adopted 2012

Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

   Em. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. ELD.PI.5.1.EM

   Ex. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. ELD.PI.5.1.EX

   Br. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. ELD.PI.5.1.BR

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

   Em. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.5.2.EM

   Ex. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.5.2.EX

   Br. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.5.2.BR

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3. Offering and supporting opinions and negotiating with others in communicative exchanges

   Em. Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think…), as well as open responses, in order to gain and/or hold the floor. ELD.PI.5.3.EM

   Ex. Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but…), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. ELD.PI.5.3.EX

   Br. Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's an interesting idea. However,…), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on. ELD.PI.5.3.BR

4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

   Em. Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support. ELD.PI.5.4.EM

   Ex. Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support. ELD.PI.5.4.EX

   Br. Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support. ELD.PI.5.4.BR

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively to spoken English in a range of social and academic contexts

   Em. Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support. ELD.PI.5.5.EM

   Ex. Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support. ELD.PI.5.5.EX

   Br. Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. ELD.PI.5.5.BR

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6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

    Em. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. ELD.PI.5.6A.EM

    Em. Use knowledge of frequently-used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. ELD.PI.5.6B.EM

    Ex. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. ELD.PI.5.6A.EX

    Ex. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. ELD.PI.5.6B.EX

    Br. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. ELD.PI.5.6A.BR

    Br. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. ELD.PI.5.6B.BR

7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

    Em. Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support. ELD.PI.5.7.EM

    Ex. Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support. ELD.PI.5.7.EX

    Br. Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support. ELD.PI.5.7.BR

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8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

   Em. Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious). ELD.PI.5.8.EM

   Ex. Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience. ELD.PI.5.8.EX

   Br. Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience. ELD.PI.5.8.BR

C. Productive (creation of oral presentations and written texts)

9. Expressing information and ideas in formal oral presentations on academic topics

   Em. Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers. ELD.PI.5.9.EM

   Ex. Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support. ELD.PI.5.9.EX

   Br. Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support. ELD.PI.5.9.BR

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10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

    Em. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. ELD.PI.5.10A.EM

    Em. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.5.10B.EM

    Ex. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization. ELD.PI.5.10A.EX

    Ex. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.5.10B.EX

    Br. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register. ELD.PI.5.10A.BR

    Br. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). ELD.PI.5.10B.BR

11. Supporting own opinions and evaluating others' opinions in speaking and writing

    Em. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. ELD.PI.5.11A.EM

    Em. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe). ELD.PI.5.11B.EM

    Ex. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. ELD.PI.5.11A.EX

    Ex. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must). ELD.PI.5.11B.EX

    Br. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. ELD.PI.5.11A.BR

    Br. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion…). ELD.PI.5.11B.BR

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12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

    Em. Use a select number of general academic and domain-specific words to create precision while speaking and writing. ELD.PI.5.12A.EM

    Em. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy). ELD.PI.5.12B.EM

    Ex. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. ELD.PI.5.12A.EX

    Ex. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes…, I'm unhappy). ELD.PI.5.12B.EX

    Br. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. ELD.PI.5.12A.BR

    Br. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly). ELD.PI.5.12B.BR

Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure

    Em. Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts. ELD.PII.5.1.EM

    Ex. Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion. ELD.PII.5.1.EX

    Br. Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts. ELD.PII.5.1.BR

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2. Understanding cohesion

   Em. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. ELD.PII.5.1A.EM

   Em. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts. ELD.PII.5.1B.EM

   Ex. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. ELD.PII.5.1A.EX

   Ex. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result) to comprehending texts and writing texts with increasing cohesion. ELD.PII.5.1B.EX

   Br. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. ELD.PII.5.1A.BR

   Br. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts. ELD.PII.5.1B.BR

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

   Em. Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics. ELD.PII.5.3.EM

   Ex. Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics. ELD.PII.5.3.EX

   Br. Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics. ELD.PII.5.3.BR

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4. Using nouns and noun phrases

   Em. Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. ELD.PII.5.4.EM

   Ex. Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. ELD.PII.5.4.EX

   Br. Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. ELD.PII.5.4.BR

5. Modifying to add details

   Em. Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process. ELD.PII.5.5.EM

   Ex. Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process. ELD.PII.5.5.EX

   Br. Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a variety of familiar and new activities and processes. ELD.PII.5.5.BR

C. Connecting and Condensing Ideas

6. Connecting ideas

   Em. Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so). ELD.PII.5.6.EM

   Ex. Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because ___). ELD.PII.5.6.EX

   Br. Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by ___). ELD.PII.5.6.BR

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7. Condensing ideas

   Em. Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences. ELD.PII.5.7.EM

   Ex. Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. → The science book that's on the desk is mine) to create precise and detailed sentences. ELD.PII.5.7.EX

   Br. Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences. ELD.PII.5.7.BR