

Grades 4-5

An EL can construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing. 4-5.1

- 1 with prompting and supports, use a very limited set of strategies to: identify a few key words and phrases from read-alouds, simple written texts, and oral presentations LEVEL 1
- 2 with prompting and supports, use an emerging set of strategies to: identify the main topic and retell/describe a few key details from read-alouds, simple written texts, and oral presentations LEVEL 2
- 3 with guidance and supports, use a developing set of strategies to: determine the main idea or theme and retell/describe a few key details and retell familiar stories from read-alouds, simple written texts, and oral presentations LEVEL 3
- 4 use an increasing range of strategies to: determine the main idea or theme and explain how some key details support the main idea or theme and summarize part of a text from read-alouds, written texts, and oral presentations LEVEL 4
- 5 use a wide range of strategies to: determine two or more main ideas or themes and explain how key details support the main ideas or themes and summarize a text from read-alouds, written texts, and oral presentations LEVEL 5

An EL can participate in gradeappropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 4-5.2

- 1 with prompting and supports, actively listen to others and participate in short conversations and short written exchanges using academic and domain specific vocabulary and respond verbally and nonverbally to simple questions and some whquestions about familiar topics LEVEL 1
- 2 with prompting and supports, actively listen to others and participate in short conversations and short written exchanges using academic and domain specific vocabulary and respond to simple questions and wh- questions and present information and ideas about familiar topics and texts LEVEL 2
- 3 with guidance and supports, participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary and respond to others' comments and add some comments of his or her own and ask and answer questions to gain information or clarify understanding about familiar topics and texts LEVEL 3
- 4 participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary and build on the ideas of others and express his or her own ideas and ask and answer relevant questions aand add relevant information and evidence about a variety of topics and texts LEVEL 4

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- 5** participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary and build on the ideas of others and express his or her own ideas clearly and pose and respond to relevant questions and add relevant and detailed information using evidence and summarize the key ideas expressed about a variety of topics and texts **LEVEL 5**
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An EL can speak and write about grade-appropriate complex literary and informational texts and topics. 4-5.3

- 1** with prompting and supports, communicate basic information using words and phrases acquired in conversations, reading, and being read to. about familiar texts, topics, events, or objects in the environment **LEVEL 1**
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- 2** with prompting and supports, deliver short oral presentations and compose written texts with drawings or illustrations and use academic and domain specific vocabulary about familiar texts, topics, and experiences **LEVEL 2**
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- 3** with guidance and supports, deliver short oral presentations and compose written narratives or informational texts and use academic and domain specific vocabulary including a key details about familiar texts, topics, and experiences **LEVEL 3**
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- 4** including relevant general and specific details, deliver oral presentations and compose written narratives or informational texts and integrate graphics or multimedia, when useful and use academic and domain specific vocabulary about a variety of texts, topics, and experiences **LEVEL 4**
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- 5** including relevant details and examples to fully develop a topic, deliver oral presentations and compose written narrative or informational texts and integrate graphics or multimedia, when useful and use academic and domain specific vocabulary about a variety of texts, and topics **LEVEL 5**
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An EL can construct gradeappropriate oral and written claims and support them with reasoning and evidence. 4-5.4

- 1** with prompting and supports, verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to **LEVEL 1**
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- 2** with prompting and supports, express an opinion about a familiar topic or event and give a reason to support the opinion and use academic and domain specific vocabulary **LEVEL 2**
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- 3** with guidance and supports, express an opinion about familiar topics, texts or events and introduce the topic and provide a few reasons or facts to support the opinion and use academic and domain specific vocabulary **LEVEL 3**
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- 4** express an opinion about a variety of topics, texts, or events and introduce the topic and provide several reasons or facts to support the opinion and provide a concluding statement and use academic and domain specific vocabulary **LEVEL 4**
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- 5** express an opinion about a variety of topics, texts, or events introduce the topic and provide logically ordered reasons or facts to support the opinion and provide a concluding statement or section and use academic and domain specific vocabulary **LEVEL 5**
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An EL can conduct research and evaluate findings to answer questions or solve problems. 4-5.5

- 1** with prompting and supports, conduct short individual or shared research projects to answer a question and recall information from experience and gather information from a few provided sources and label some key information **LEVEL 1**
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- 2** with prompting and supports, conduct short individual or shared research projects to answer a question and recall information from experience and gather information from provided sources and record some information **LEVEL 2**
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- 3** with guidance and supports, conduct short individual or shared research projects to answer a question and recall information from experience and gather information from print and digital sources and identify and record key information in orderly notes and present findings in an oral or written text to a peer or small group **LEVEL 3**
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- 4** conduct short research projects to answer a question and recall information from experience and gather information from print and digital sources and summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate and present findings to a small or large group in an oral or written text and provide a list of sources **LEVEL 4**
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- 5** conduct short research projects to answer a question and recall information from experience and gather information from print and digital sources and summarize key ideas and information in detailed and orderly notes, with graphics, as appropriate to support the analysis and reflection of the topic and present findings in an organized oral or written text and provide a list of sources **LEVEL 5**
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An EL can analyze and critique the arguments of others orally and in writing. 4-5.6

- 1** with prompting and supports, identify a point an author or speaker makes **LEVEL 1**
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- 2** with prompting and supports, identify a point an author or speaker makes and identify a reason an author or speaker gives to support a main point **LEVEL 2**
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- 3** with guidance and supports, identify the main point of an author or speaker and tell how one or two reasons support the specific points an author or speaker makes or fails to make **LEVEL 3**
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- 4** identify the main point of an author or speaker and describe how reasons support the specific points an author or speaker makes or fails to make **LEVEL 4**
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- 5** identify the main point of an author or speaker and explain how an author or speaker uses reasons and evidence to support or fail to support particular points and (at grade 5) identify which reasons and evidence support which points **LEVEL 5**
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An EL can adapt language choices to purpose, task, and audience when speaking and writing. 4-5.7

- 1** with prompting and supports, use frequently occurring words and phrases and recognize the meaning of some words learned through conversations, reading, and being read to **LEVEL 1**

- 2** with prompting and supports, use language for social and academic purposes and use some words learned through conversations, reading, and being read to **LEVEL 2**

- 3** with guidance and supports, adapt language choices to different social and academic contexts and use high frequency general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text **LEVEL 3**

- 4** adapt language choices according to purpose, task, and audience and use a wide range of general academic and content-specific words and phrases in speech and writing **LEVEL 4**

- 5** adapt language choices and style (includes register) according to purpose, task, and audience and use a wide variety of general academic and content-specific words and phrases in speech and writing **LEVEL 5**

An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. 4-5.8

- 1** relying on context, visual aids, and knowledge of morphology in the native language, recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events **LEVEL 1**

- 2** using context, some visual aids, reference materials, and knowledge of morphology in the native language, determine the meaning of some frequently occurring words, phrases, and formulaic expressions in simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events **LEVEL 2**

- 3** using context, visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of frequently occurring words and phrases and determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events **LEVEL 3**

- 4** using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes, determine the meaning of general academic and content-specific words, phrases and determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events **LEVEL 4**

- 5** using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes and suffixes), determine the meaning of academic and content-specific words and phrases and determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events **LEVEL 5**

An EL can create clear and coherent grade-appropriate speech and text. 4-5.9

- 1** with prompting and supports, communicate basic information about an event or topic and use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to **LEVEL 1**

- 2** with prompting and supports, communicate simple information about a topic and recount a simple sequence of events in order and use frequently occurring linking words (e.g., and, then) **LEVEL 2**

- 3** with guidance and supports, introduce an informational topic and present facts about the topic and recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast and use an increasing range of temporal and other linking words (e.g., next, because, and, also) and provide a concluding statement **LEVEL 3**

- 4** introduce an informational topic develop the topic with facts and details and recount a detailed sequence of events, or explain a process, description, or comparison and contrast and use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) and provide a concluding statement or section **LEVEL 4**

- 5** introduce an informational topic develop the topic with facts and specific, relevant details and recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast and use a variety of linking words and phrases to connect ideas, information, or events and provide a concluding statement or section **LEVEL 5**

An EL can make accurate use of standard English to communicate in gradeappropriate speech and writing. 4-5.10

- 1** with prompting and supports, recognize and use a small number of frequently occurring nouns, noun phrases, and verbs and understand and respond to simple yes/no questions about familiar topics **LEVEL 1**

- 2** with prompting and supports, recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions and produce simple sentences in response to prompts about familiar topics **LEVEL 2**

- 3** with guidance and supports, use some relative pronouns (e.g., who, whom, which, that), and use some relative adverbs (e.g., where, when, why), and use familiar prepositional phrases and produce and expand simple and compound sentences and recognize fragments and use frequently occurring modal auxiliaries **LEVEL 3**

- 4** use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), and use prepositional phrases • use subordinating conjunctions and produce and expand simple, compound, and a few complex sentences and recognize fragments and runons • use conventional patterns to order adjectives and use modal auxiliaries **LEVEL 4**

- 5** use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) and use prepositional phrases • use subordinating conjunctions and (at Grade 5) use the progressive and perfect verb tenses and use verb tense to convey time, sequence, state, or condition and recognize and correct

fragments and run-on sentences and use conventional patterns to order adjectives and use modal auxiliaries and produce and expand simple, compound, and complex sentences LEVEL 5