

Grades 4-5

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

1 use a very limited set of strategies from read-alouds, simple written texts, and oral presentations to: 4-5.1.1

a identify a few key words and phrases 4-5.1.1.A

2 use an emerging set of strategies from read-alouds, simple written texts, and oral presentations to: 4-5.1.2

a identify the main topic 4-5.1.2.A

b retell a few key details 4-5.1.2.B

3 use a developing set of strategies from read-alouds, simple written texts, and oral presentations to: 4-5.1.3

a determine the main idea or theme, and 4-5.1.3.A

b retell a few key details 4-5.1.3.B

c retell familiar stories 4-5.1.3.C

4 use an increasing range of strategies from read-alouds, written texts, and oral presentations to: 4-5.1.4

a determine the main idea or theme, and 4-5.1.4.A

b explain how some key details support the main idea or theme 4-5.1.4.B

c summarize part of a text 4-5.1.4.C

5 use a wide range of strategies from read-alouds, written texts, and oral presentations to: 4-5.1.5

a determine two or more main ideas or themes 4-5.1.5.A

b explain how key details support the main ideas or themes 4-5.1.5.B

c summarize a text 4-5.1.5.C

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

1 about familiar topics. 4-5.2.1

a participate in short conversations 4-5.2.1.A

b participate in short written exchanges 4-5.2.1.B

c actively listen to others 4-5.2.1.C

d respond to simple questions and some wh-questions 4-5.2.1.D

2 about familiar topics and texts. 4-5.2.2

- a participate in short conversations 4-5.2.2.A
 - b participate in short written exchanges 4-5.2.2.B
 - c actively listen to others 4-5.2.2.C
 - d respond to simple questions and wh-questions 4-5.2.2.D
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3 about familiar topics and texts. 4-5.2.3

- a participate in short conversations and discussions 4-5.2.3.A
 - b participate in short written exchanges 4-5.2.3.B
 - c respond to others' comments 4-5.2.3.C
 - d add some comments of his or her own 4-5.2.3.D
 - e ask and answer questions 4-5.2.3.E
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4 about a variety of topics and texts. 4-5.2.4

- a participate in conversations and discussions 4-5.2.4.A
 - b participate in written exchanges 4-5.2.4.B
 - c build on the ideas of others 4-5.2.4.C
 - d express his or her own ideas 4-5.2.4.D
 - e ask and answer relevant questions 4-5.2.4.E
 - f add relevant information and evidence 4-5.2.4.F
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5 about a variety of topics and texts. 4-5.2.5

- a participate in extended conversations and discussions 4-5.2.5.A
 - b participate in extended written exchanges 4-5.2.5.B
 - c build on the ideas of others 4-5.2.5.C
 - d express his or her own ideas clearly 4-5.2.5.D
 - e pose and respond to relevant questions 4-5.2.5.E
 - f add relevant and detailed information using evidence 4-5.2.5.F
 - g summarize the key ideas expressed 4-5.2.5.G
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An ELL can . . . speak and write about gradeappropriate complex literary and informational texts and topics. 4-5.3

1 about familiar texts, topics, events, or objects in the environment. 4-5.3.1

- a communicate simple information 4-5.3.1.A
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2 about familiar texts, topics, and experiences. 4-5.3.2

- a deliver short oral presentations 4-5.3.2.A
- b compose written texts 4-5.3.2.B

3 including a few details, about familiar texts, topics, and experiences. 4-5.3.3

- a deliver short oral presentations 4-5.3.3.A
 - b compose written narratives or informational texts 4-5.3.3.B
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4 including some details, about a variety of texts, topics, and experiences. 4-5.3.4

- a deliver short oral presentations 4-5.3.4.A
 - b compose written narratives or informational texts 4-5.3.4.B
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5 including details and examples to develop a topic, about a variety of texts, topics, and experiences. 4-5.3.5

- a deliver oral presentations 4-5.3.5.A
 - b compose written narrative or informational texts 4-5.3.5.B
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An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. 4-5.4

1 Level 1 4-5.4.1

- a express an opinion about a familiar topic. 4-5.4.1.A
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2 Level 2 4-5.4.2

- a construct a simple claim about a familiar topic 4-5.4.2.A
 - b give a reason to support the claim. 4-5.4.2.B
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3 Level 3 4-5.4.3

- a construct a claim about familiar topics 4-5.4.3.A
 - b introduce the topic 4-5.4.3.B
 - c provide a few reasons or facts to support the claim. 4-5.4.3.C
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4 Level 4 4-5.4.4

- a construct a claim about a variety of topics 4-5.4.4.A
 - b introduce the topic 4-5.4.4.B
 - c provide several reasons or facts to support the claim 4-5.4.4.C
 - d provide a concluding statement. 4-5.4.4.D
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5 Level 5 4-5.4.5

- a construct a claim about a variety of topics 4-5.4.5.A
 - b introduce the topic 4-5.4.5.B
 - c provide logically ordered reasons or facts to support the claim 4-5.4.5.C
 - d provide a concluding statement. 4-5.4.5.D
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An ELL can . . . conduct research and evaluate findings to answer questions or solve problems. 4-5.5

1 Level 1 4-5.5.1

- a recall information from experience 4-5.5.1.A
 - b gather information from a few provided sources 4-5.5.1.B
 - c label some key information. 4-5.5.1.C
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2 Level 2 4-5.5.2

- a recall information from experience 4-5.5.2.A
 - b gather information from provided sources 4-5.5.2.B
 - c record some information. 4-5.5.2.C
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3 Level 3 4-5.5.3

- a recall information from experience 4-5.5.3.A
 - b gather information from print and digital sources to answer a question 4-5.5.3.B
 - c identify key information in orderly notes. 4-5.5.3.C
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4 Level 4 4-5.5.4

- a recall information from experience 4-5.5.4.A
 - b gather information from print and digital sources to answer a question 4-5.5.4.B
 - c record information in organized notes, with charts, tables, or other graphics, as appropriate 4-5.5.4.C
 - d provide a list of sources.v 4-5.5.4.D
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5 Level 5 4-5.5.5

- a recall information from experience 4-5.5.5.A
 - b gather information from print and digital sources 4-5.5.5.B
 - c summarize key ideas and information in detailed and orderly notes, with graphics as appropriate 4-5.5.5.C
 - d provide a list of sources. 4-5.5.5.D
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An ELL can . . . analyze and critique the arguments of others orally and in writing. 4-5.6

1 Level 1 4-5.6.1

- a identify a point an author or speaker makes. 4-5.6.1.A
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2 Level 2 4-5.6.2

- a identify a reason an author or speaker gives to support a main point 4-5.6.2.A
 - b agree or disagree with the author or speaker. 4-5.6.2.B
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3 Level 3 4-5.6.3

- a tell how one or two reasons support the specific points an author or speaker makes or fails to make. 4-5.6.3.A

4 Level 4 4-5.6.4

- a describe how reasons support the specific points an author or speaker makes or fails to make. 4-5.6.4.A
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5 Level 5 4-5.6.5

- a explain how an author or speaker uses reasons and evidence to support or fail to support particular points 4-5.6.5.A
 - b (at grade 5) identify which reasons and evidence support which points. 4-5.6.5.B
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An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. 4-5.7

1 Level 1 4-5.7.1

- a recognize the meaning of some words learned through conversations, reading, and being read to. 4-5.7.1.A
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2 with emerging control, 4-5.7.2

- a adapt language choices to different social and academic contents 4-5.7.2.A
 - b use some words learned through conversations, reading, and being read to. 4-5.7.2.B
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3 with developing control, in conversation, discussions, and short written text. 4-5.7.3

- a adapt language choices according to purpose, task, and audience 4-5.7.3.A
 - b use an increasing number of general academic and content-specific words, phrases, and expressions 4-5.7.3.B
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4 with increasing ease, in speech and writing. 4-5.7.4

- a adapt language choices and style (includes register) according to purpose, task, and audience 4-5.7.4.A
 - b use a wider range of general academic and content-specific words and phrases 4-5.7.4.B
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5 in speech and writing. 4-5.7.5

- a adapt language choices and style according to purpose, task, and audience 4-5.7.5.A
 - b use a wide variety of general academic and content-specific words and phrases 4-5.7.5.B
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An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. 4-5.8

1 relying heavily on context, visual aids, and knowledge of morphology in his or her native language, in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 4-5.8.1

- a recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 4-5.8.1.A

2 using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 4-5.8.2

- a determine the meaning of some frequently occurring words, phrases, and expressions 4-5.8.2.A

3 using context, visual aids, reference materials, and a developing knowledge of English morphology, in texts about familiar topics, experiences, or events. 4-5.8.3

- a determine the meaning of frequently occurring words and phrases 4-5.8.3.A
- b determine the meanings of some idiomatic expressions 4-5.8.3.B

4 using context, reference materials, and an increasing knowledge of English morphology, in texts about a variety of topics, experiences, or events. 4-5.8.4

- a determine the meaning of general academic and content-specific words, phrases 4-5.8.4.A
- b determine the meaning of a growing number of idiomatic expressions 4-5.8.4.B

5 using context, reference materials, and knowledge of English morphology, in texts about a variety of topics, experiences, or events. 4-5.8.5

- a determine the meaning of general academic and content-specific words and phrases 4-5.8.5.A
- b determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) 4-5.8.5.B

An ELL can . . . create clear and coherent gradeappropriate speech and text. 4-5.9

1 with support (including context and visual aids), and using non-verbal communication, with limited control. 4-5.9.1

- a communicate simple information about an event or topic 4-5.9.1.A
- b use a narrow range of vocabulary and syntactically simple sentences 4-5.9.1.B

2 with support (including visual aids and modeled sentences), with emerging control. 4-5.9.2

- a communicate simple information about a topic 4-5.9.2.A
- b recount a simple sequence of events in order 4-5.9.2.B
- c use frequently occurring linking words (e.g., and, then) 4-5.9.2.C

3 with support (including modeled sentences), with developing control. 4-5.9.3

- a introduce an informational topic 4-5.9.3.A
 - b present one or two facts about the topic 4-5.9.3.B
 - c recount a short sequence of events in order 4-5.9.3.C
 - d use an increasing range of temporal and other linking words (e.g., next, because, and, also) 4-5.9.3.D
 - e provide a concluding statement 4-5.9.3.E
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4 with increasingly independent control. 4-5.9.4

- a introduce an informational topic 4-5.9.4.A
 - b develop the topic with facts and details 4-5.9.4.B
 - c recount a more detailed sequence of events, with a beginning, middle, and end 4-5.9.4.C
 - d use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) 4-5.9.4.D
 - e provide a conclusion 4-5.9.4.E
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5 Level 5 4-5.9.5

- a Introduce an informational topic 4-5.9.5.A
 - b develop the topic with facts and details 4-5.9.5.B
 - c recount a more detailed sequence of events, with a beginning, middle, and end 4-5.9.5.C
 - d use a variety of linking words and phrases to connect ideas, information, or events 4-5.9.5.D
 - e provide a concluding statement or section. 4-5.9.5.E
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An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. 4-5.10

1 with support (including context and visual aids), 4-5.10.1

- a recognize and use a small number of frequently occurring nouns, noun phrases, and verbs 4-5.10.1.A
 - b understand and respond to simple questions. 4-5.10.1.B
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2 with support (including visual aids and modeled sentences), 4-5.10.2

- a recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions 4-5.10.2.A
- b produce simple sentences in response to prompts. 4-5.10.2.B

3 with support (including modeled sentences), 4-5.10.3

- a use some relative pronouns (e.g., who, whom, which, that), 4-5.10.3.A
 - b use some relative adverbs (e.g., where, when, why), 4-5.10.3.B
 - c use some prepositional phrases 4-5.10.3.C
 - d produce and expand simple and compound sentences. 4-5.10.3.D
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4 Level 4 4-5.10.4

- a use relative pronouns (e.g., who, whom, which, that), 4-5.10.4.A
 - b use relative adverbs (e.g., where, when, why), 4-5.10.4.B
 - c use prepositional phrases 4-5.10.4.C
 - d use subordinating conjunctions 4-5.10.4.D
 - e produce and expand simple, compound, and a few complex sentences. 4-5.10.4.E
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5 Level 5 4-5.10.5

- a use relative pronouns (e.g., who, whom, which, that), 4-5.10.5.A
- b use relative adverbs (e.g., where, when, why) 4-5.10.5.B
- c use prepositional phrases 4-5.10.5.C
- d use subordinating conjunctions 4-5.10.5.D
- e use the progressive and perfect verb tenses 4-5.10.5.E
- f produce and expand simple, compound, and complex sentences. 4-5.10.5.F