

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 5 Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p>1. Exchanging information/ideas 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.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to conversations <input type="checkbox"/> Express ideas <input type="checkbox"/> Ask <i>yes-no</i> and <i>wh-</i> questions <input type="checkbox"/> Answer <i>yes-no</i> and <i>wh-</i> questions <input type="checkbox"/> Respond using short phrases or more 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class, group, and partner discussions <input type="checkbox"/> Engage in sustained dialogue <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask relevant questions <input type="checkbox"/> Affirm the responses of others <input type="checkbox"/> Add relevant information 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class, group, and partner discussions <input type="checkbox"/> Engage in sustained dialogue <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask relevant questions <input type="checkbox"/> Affirm the responses of others <input type="checkbox"/> Add relevant information <input type="checkbox"/> Build on responses of others <input type="checkbox"/> Provide useful feedback

Grade 5
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>2. Interacting via written English 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.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers on writing projects of short informational & literary texts <input type="checkbox"/> Use technology where appropriate for writing 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers on longer writing projects of longer informational & literary texts <input type="checkbox"/> Use technology where appropriate for writing 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers on a variety of longer writing projects of informational and literary texts <input type="checkbox"/> Use technology where appropriate for writing

Grade 5
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>3. Offering opinions Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p>3. Offering opinions Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.</p>	<p>3. Offering opinions Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However, . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Persuade others in conversations <input type="checkbox"/> Use basic learned phrases in conversations (e.g., <i>I think . . .</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Persuade others in conversations <input type="checkbox"/> Use an expanded set of learned phrases in conversations (e.g., <i>I agree with X, but . . .</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor <input type="checkbox"/> Provide counterarguments 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Persuade others in conversations <input type="checkbox"/> Use a variety of learned phrases in conversations (e.g., <i>That's an interesting idea. However, . . .</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor <input type="checkbox"/> Provide counterarguments <input type="checkbox"/> Elaborate on an idea

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Grade 5 Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.</p>	<p>4. Adapting language choices 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.</p>	<p>4. Adapting language choices Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.</p>
<p>Skills: With substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt language choices according to social setting <input type="checkbox"/> Adapt language choices according to audience 	<p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to purpose <input type="checkbox"/> Adjust language choices according to task <input type="checkbox"/> Adjust language choices according to audience 	<p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to purpose <input type="checkbox"/> Adjust language choices according to task <input type="checkbox"/> Adjust language choices according to audience

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 5 Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.</p>	<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>
<p>Skills: With prompting & substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening of read-alouds <input type="checkbox"/> Demonstrate active listening of oral presentations <input type="checkbox"/> Ask basic questions <input type="checkbox"/> Answer basic questions 	<p>Skills: With occasional prompting & moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening of read-alouds <input type="checkbox"/> Demonstrate active listening of oral presentations <input type="checkbox"/> Ask detailed questions <input type="checkbox"/> Answer detailed questions 	<p>Skills: With minimal prompting & light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening of read-alouds <input type="checkbox"/> Demonstrate active listening of oral presentations <input type="checkbox"/> Ask detailed questions <input type="checkbox"/> Answer detailed questions

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 5 Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>6. Reading/viewing closely</p> <p>a. 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.</p> <p>b. Use knowledge of frequently used affixes (e.g., <i>un-</i>, <i>mis-</i>), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>6. Reading/viewing closely</p> <p>a. 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.</p> <p>b. 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.</p>	<p>6. Reading/viewing closely</p> <p>a. 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.</p> <p>b. 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.</p>
<p>Skills: Based on close reading and with substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena <input type="checkbox"/> Explain processes <input type="checkbox"/> Explain text relationships <input type="checkbox"/> Demonstrate understanding of a select set of grade-level texts & multimedia <input type="checkbox"/> Determine the meaning of unknown words on familiar topics <input type="checkbox"/> Use knowledge of frequently used affixes <input type="checkbox"/> Use linguistic context <input type="checkbox"/> Use reference materials <input type="checkbox"/> Use visual cues 	<p>Skills: Based on close reading and with moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena <input type="checkbox"/> Explain processes <input type="checkbox"/> Explain text relationships <input type="checkbox"/> Demonstrate understanding of a select set of grade-level texts & multimedia <input type="checkbox"/> Determine the meaning of unknown words on familiar & new topics <input type="checkbox"/> Use knowledge of morphology--affixes, roots, & base words <input type="checkbox"/> Use linguistic context <input type="checkbox"/> Use reference materials 	<p>Skills: Based on close reading and with light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena <input type="checkbox"/> Explain processes <input type="checkbox"/> Explain text relationships <input type="checkbox"/> Demonstrate understanding of a select set of grade-level texts & multimedia <input type="checkbox"/> Determine the meaning of unknown words on familiar & new topics <input type="checkbox"/> Use knowledge of morphology--affixes, roots, & base words <input type="checkbox"/> Use linguistic context <input type="checkbox"/> Use reference materials

Grade 5
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>7. Evaluating language choices 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.</p>	<p>7. Evaluating language choices 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.</p>	<p>7. Evaluating language choices 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.</p>
<p>Skills: With prompting & substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the specific language writers/speakers use to present an idea <input type="checkbox"/> Describe the specific language writers/speakers use to support an idea 	<p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how well writers/speakers use specific language resources to support an opinion <input type="checkbox"/> Explain how well writers/speakers use specific language resources to present an idea 	<p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how well writers/speakers use specific language resources to support an opinion <input type="checkbox"/> Describe how well writers/speakers use specific language resources to present an idea

Grade 5
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>8. Analyzing language choices Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).</p>	<p>8. Analyzing language choices Distinguish how different words with similar meanings (e.g., describing an event as <i>sad</i> versus <i>tragic</i>) and figurative language (e.g., <i>she ran like a cheetah</i>) produce shades of meaning and different effects on the audience.</p>	<p>8. Analyzing language choices Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>thrilling</i>, <i>possibly</i> versus <i>certainly</i>) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience.</p>
<p>Skills:</p> <ul style="list-style-type: none"> ❑ Distinguish how different words with similar meanings produce different effects on the audience 	<p>Skills:</p> <ul style="list-style-type: none"> ❑ Distinguish how different words with similar meanings produce shades of meaning ❑ Distinguish how figurative language produces shades of meaning ❑ Distinguish how different words with similar meaning produce different effects on the audience ❑ Distinguish how figurative language produces different effects on the audience 	<p>Skills:</p> <ul style="list-style-type: none"> ❑ Distinguish how different words with related meanings produce shades of meaning ❑ Distinguish how figurative language produces shades of meaning ❑ Distinguish how different words with related meanings produce different effects on the audience ❑ Distinguish how figurative language produces different effects on the audience

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 5 Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>9. Presenting 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.</p>	<p>9. Presenting 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.</p>	<p>9. Presenting 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.</p>
<p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan brief oral presentations on a variety of topics and content areas <input type="checkbox"/> Deliver brief oral presentations on a variety of topics and content areas <input type="checkbox"/> Report, recite, recount, explain, etc. 	<p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan longer oral presentations on a variety of topics and content areas <input type="checkbox"/> Deliver longer oral presentations on a variety of topics and content areas <input type="checkbox"/> Give a speech, opine, recite, recount, explain, etc. 	<p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan longer oral presentations on a variety of topics and content areas <input type="checkbox"/> Deliver longer oral presentations on a variety of topics and content areas <input type="checkbox"/> Give a speech, opine, recite, recount, explain, etc.

Grade 5
Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>10. Writing</p> <p>a. 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.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>a. 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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>a. 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.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>Skills: Collaboratively & sometimes independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write short literary & informational texts <input type="checkbox"/> Write brief summaries of texts and experiences <input type="checkbox"/> Use complete sentences and key words 	<p>Skills: Collaboratively & with increasing independence...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer literary & informational texts <input type="checkbox"/> Use appropriate text organization <input type="checkbox"/> Write increasingly concise summaries of texts and experiences <input type="checkbox"/> Use complete sentences and key words 	<p>Skills: Collaboratively & independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer & more detailed literary & informational texts <input type="checkbox"/> Use appropriate text organization <input type="checkbox"/> Use a growing understanding of language register <input type="checkbox"/> Write clear coherent summaries of texts and experiences <input type="checkbox"/> Use complete, concise sentences and key words

Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>11. Supporting opinions</p> <p>a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.</p> <p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, has to, maybe</i>).</p>	<p>11. Supporting opinions</p> <p>a. 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.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>11. Supporting opinions</p> <p>a. 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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>
<p>Skills: With substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support opinions <input type="checkbox"/> Express appropriate/accurate reasons <input type="checkbox"/> Use textual evidence <input type="checkbox"/> Use relevant background knowledge about content <input type="checkbox"/> Reference text to support opinions etc. <input type="checkbox"/> Express ideas, opinions, temper statements <input type="checkbox"/> Use basic modal expressions such as <i>can, has to, maybe, etc.</i> 	<p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support opinions <input type="checkbox"/> Persuade others <input type="checkbox"/> Express appropriate/accurate reasons <input type="checkbox"/> Use textual evidence <input type="checkbox"/> Paraphrase facts <input type="checkbox"/> Use relevant background knowledge about content <input type="checkbox"/> Paraphrase, etc. <input type="checkbox"/> Express attitudes, opinions, temper statements <input type="checkbox"/> Use familiar modal expressions such as <i>maybe/probably, can/must, etc.</i> 	<p>Skills: With mild support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support opinions <input type="checkbox"/> Persuade others <input type="checkbox"/> Express appropriate/accurate reasons <input type="checkbox"/> Use detailed textual evidence <input type="checkbox"/> Use relevant background knowledge about content <input type="checkbox"/> Quote text. etc. <input type="checkbox"/> Express attitudes, opinions, temper statements <input type="checkbox"/> Use nuanced modal expressions and phrasing such as <i>probably/certainly, should/would</i>

Grade 5
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>12. Selecting language resources</p> <p>a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>unhappy</i>).</p>	<p>12. Selecting language resources</p> <p>a. 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.</p> <p>b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm <i>unhappy</i>).</p>	<p>12. Selecting language resources</p> <p>a. 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.</p> <p>b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's <i>walking</i>. I'm <i>uncomfortable</i>. They left <i>reluctantly</i>).</p>
<p>Skills:</p> <p>For precision while speaking and writing...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a select number of general academic words <input type="checkbox"/> Use a select number of domain-specific words <input type="checkbox"/> Select a few frequently used affixes for accuracy 	<p>Skills:</p> <p>To create precision and shades of meaning while speaking and writing...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a growing number of general academic words <input type="checkbox"/> Use a growing number of domain-specific words <input type="checkbox"/> Use a growing number of synonyms <input type="checkbox"/> Use a growing number of antonyms <input type="checkbox"/> Select a growing number of frequently used affixes for accuracy 	<p>Skills:</p> <p>To create precision and shades of meaning while speaking and writing...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a wide variety of general academic words <input type="checkbox"/> Use a wide variety of domain-specific words <input type="checkbox"/> Use a wide variety of synonyms <input type="checkbox"/> Use a wide variety of antonyms <input type="checkbox"/> Use a wide variety of figurative language <input type="checkbox"/> Select a variety of appropriate affixes for accuracy

Grade 5
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p>1. Understanding text structure 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.</p>	<p>1. Understanding text structure 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.</p>	<p>1. Understanding text structure 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.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply basic understanding of how different text types are organized to comprehending texts <input type="checkbox"/> Apply understanding of how different text types are organized to writing basic texts 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply growing understanding of how different text types are organized to comprehending texts <input type="checkbox"/> Apply increasing understanding of how different text types are organized to writing texts with increasing cohesion 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply increasing understanding of how different text types are organized to comprehending texts <input type="checkbox"/> Apply understanding of how different text types are organized to writing cohesive texts

Grade 5
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p>2. Understanding cohesion</p> <p>a. 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.</p> <p>b. 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., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>a. 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.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>a. 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.</p> <p>b. 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., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply basic understanding of language resources that refer the reader back or forward in text <input type="checkbox"/> Use pronouns, etc., to move a reader back/forward <input type="checkbox"/> Apply basic understanding of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases <input type="checkbox"/> Apply these understandings to comprehending texts 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply growing understanding of language resources that refer the reader back or forward in text <input type="checkbox"/> Use pronouns, synonyms, etc, to move a reader back/forward. <input type="checkbox"/> Apply growing understanding of how ideas/events/reasons are linked throughout a text using a variety of connecting words or phrases <input type="checkbox"/> Apply these understanding to comprehending text 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply increasing understanding of language resources that refer the reader back or forward in text <input type="checkbox"/> Use pronouns, synonyms, nominalizations, etc., to move reader back/forward <input type="checkbox"/> Apply increasing understanding of how ideas/events/reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases

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<ul style="list-style-type: none">❑ Apply these understandings to writing basic texts❑ Use connecting words & phrases such as <i>first/next</i> and <i>at the beginning</i>, etc.	<ul style="list-style-type: none">❑ Apply these understandings to writing text with increasing cohesion❑ Use connecting words & phrases such as <i>for example</i>, <i>in the first place</i>, and <i>as a result</i>, etc.	<ul style="list-style-type: none">❑ Apply these understanding to comprehending text❑ Apply these understandings to writing cohesive texts❑ Use connecting words & phrases such as <i>consequently</i>, <i>specifically</i>, and <i>however</i>, etc.
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Grade 5
Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>3. Using verbs and verb phrases 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.</p>	<p>3. Using verbs and verb phrases 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.</p>	<p>3. Using verbs and verb phrases 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.</p>
<p>Skills: On familiar topics...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use frequently used verbs <input type="checkbox"/> Use various verb types <input type="checkbox"/> Use various verb tenses appropriate to the text type and discipline 	<p>Skills: On an increasing variety of topics...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use various verbs <input type="checkbox"/> Use various verb types <input type="checkbox"/> Use various verb tenses appropriate to the task, text type, and discipline 	<p>Skills: On a variety of topics...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use various verbs <input type="checkbox"/> Use various verb types <input type="checkbox"/> Use various verb tenses appropriate to the task and text type

Grade 5
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>4. Using nouns and noun phrases 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.</p>	<p>4. Using nouns and noun phrases 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.</p>	<p>4. Using nouns and noun phrases 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.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in simple ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in simple ways to add details about ideas, people, things <input type="checkbox"/> Add adjective to a noun 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in a variety of ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in a variety of ways to add details about ideas, people, things <input type="checkbox"/> Add comparative/superlative adjectives to noun phrases <input type="checkbox"/> Embed simple clauses 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in an increasing variety of ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in an increasing variety of ways to add details about ideas, people, things <input type="checkbox"/> Add comparative/superlative adjectives to noun phrases <input type="checkbox"/> Add general academic adjectives & adverbs to noun phrases <input type="checkbox"/> Embed more complex clauses

Grade 5
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>5. Modifying to add details 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.</p>	<p>5. Modifying to add details 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.</p>	<p>5. Modifying to add details 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.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand & enrich sentences with familiar adverbs, adverb phrases, prepositional phrases <input type="checkbox"/> Use adverbials to provide details of time, manner, place, cause, etc., about a familiar activity or process 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand & enrich sentences with a growing variety of adverbs, adverb phrases, prepositional phrases <input type="checkbox"/> Use adverbials to provide details of time, manner, place, cause, etc., about a familiar or new activity or process 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with a variety of adverbs, adverb phrases, prepositional phrases <input type="checkbox"/> Use adverbials to provide details of time, manner, place, cause, etc., about a variety of familiar and new activities and processes

Grade 5
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p>6. Connecting ideas 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 <i>and</i>, <i>but</i>, <i>so</i>).</p>	<p>6. Connecting ideas 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., <i>The deer ran because the mountain lion came</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to provide reasons to support ideas (e.g., X is an <i>extremely good book because _____</i>).</p>	<p>6. Connecting ideas 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., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by _____</i>).</p>
<p>Skills: Combine clauses in a few basic ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to make connections between ideas <input type="checkbox"/> to join ideas <input type="checkbox"/> to provide evidence to support ideas or opinions <input type="checkbox"/> to create compound sentences <input type="checkbox"/> to use coordinating conjunctions <input type="checkbox"/> to use words such as <i>and</i>, <i>but</i>, and <i>so</i>, etc. to connect ideas 	<p>Skills: Combine clauses in an increasing variety of ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to make connections between ideas <input type="checkbox"/> to join ideas <input type="checkbox"/> to make a concession <input type="checkbox"/> to provide reasons to support ideas <input type="checkbox"/> to create compound sentences <input type="checkbox"/> to create complex sentences <input type="checkbox"/> to use words and phrases such as <i>because</i> and <i>even though</i> to connect ideas 	<p>Skills: Combine clauses in a wide variety of ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to make connections between ideas <input type="checkbox"/> to join ideas <input type="checkbox"/> to make a concession <input type="checkbox"/> to link two ideas that happen at the same time <input type="checkbox"/> to provide reasons to support ideas <input type="checkbox"/> to create compound sentences <input type="checkbox"/> to create complex sentences <input type="checkbox"/> to use words and phrases such as <i>because</i>, <i>although</i>, and <i>while</i> to connect ideas

Grade 5
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p>7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the desk. The book is mine.</i> → <i>The book that is on the desk is mine</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, <i>The book is mine. The book is about science. The book is on the desk.</i> → <i>The science book that's on the desk is mine</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong.</i> → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense clauses in simple ways <input type="checkbox"/> Embed simple clauses <input type="checkbox"/> Create precise and detailed sentences <input type="checkbox"/> Use words such as <i>that</i> to condense ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense clauses in an increasing variety of ways <input type="checkbox"/> Embed clauses <input type="checkbox"/> Create precise and detailed sentences <input type="checkbox"/> Use words and phrases such as <i>so</i> and <i>that</i> to condense ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense clauses in a variety of ways <input type="checkbox"/> Embed clauses <input type="checkbox"/> Use nominalizations <input type="checkbox"/> Create precise and detailed sentences to condense ideas