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**
1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	*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.	*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.
Skills: ❏ Contribute to conversations ❏ Express ideas ❏ Ask *yes-no* and *wh-* questions ❏ Answer *yes-no* and *wh-* questions ❏ Respond using short phrases or more	*Skills:* ❏ Contribute to class, group, and partner discussions ❏ Engage in sustained dialogue ❏ Follow turn-taking rules ❏ Ask relevant questions ❏ Affirm the responses of others ❏ Add relevant information	*Skills:* ❏ Contribute to class, group, and partner discussions ❏ Engage in sustained dialogue ❏ Follow turn-taking rules ❏ Ask relevant questions ❏ Affirm the responses of others ❏ Add relevant information ❏ Build on responses of others ❏ Provide useful feedback

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Grade 5
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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.
Skills: ❏ Collaborate with peers on writing projects of short informational & literary texts ❏ Use technology where appropriate for writing	***Skills:*** ❏ Collaborate with peers on longer writing projects of longer informational & literary texts ❏ Use technology where appropriate for writing	***Skills:*** ❏ Collaborate with peers on a variety of longer writing projects of informational and literary texts ❏ Use technology where appropriate for writing

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 5
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
3. Offering opinions 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.	*3. Offering opinions* 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.	*3. Offering opinions* 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.
Skills: ❏ Negotiate with others in conversations ❏ Persuade others in conversations ❏ Use basic learned phrases in conversations (e.g., *I think . . .*) ❏ Use open responses in conversations ❏ Gain and/or hold the floor	*Skills:* ❏ Negotiate with others in conversations ❏ Persuade others in conversations ❏ Use an expanded set of learned phrases in conversations (e.g., *I agree with X, but . . .*) ❏ Use open responses in conversations ❏ Gain and/or hold the floor ❏ Provide counterarguments	*Skills:* ❏ Negotiate with others in conversations ❏ Persuade others in conversations ❏ Use a variety of learned phrases in conversations (e.g., *That's an interesting idea. However, . . .*) ❏ Use open responses in conversations ❏ Gain and/or hold the floor ❏ Provide counterarguments ❏ Elaborate on an idea

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 5
Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	*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.	*4. Adapting language choices* Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.
Skills: With substantial support... ❏ Adapt language choices according to social setting ❏ Adapt language choices according to audience	*Skills:* With moderate support... ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience	*Skills:* With light support... ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience

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Grade 5
Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	*5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	*5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
Skills: With prompting & substantial support... ❏ Demonstrate active listening of read-alouds ❏ Demonstrate active listening of oral presentations ❏ Ask basic questions ❏ Answer basic questions	*Skills:* With occasional prompting & moderate support... ❏ Demonstrate active listening of read-alouds ❏ Demonstrate active listening of oral presentations ❏ Ask detailed questions ❏ Answer detailed questions	*Skills:* With minimal prompting & light support... ❏ Demonstrate active listening of read-alouds ❏ Demonstrate active listening of oral presentations ❏ Ask detailed questions ❏ 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**
6. Reading/viewing closely 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. b. 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.	*6. Reading/viewing closely* 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. 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.	*6. Reading/viewing closely* 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. 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.
Skills: Based on close reading and with substantial support... ❏ Explain ideas ❏ Explain phenomena ❏ Explain processes ❏ Explain text relationships ❏ Demonstrate understanding of a select set of grade-level texts & multimedia ❏ Determine the meaning of unknown words on familiar topics ❏ Use knowledge of frequently used affixes ❏ Use linguistic context ❏ Use reference materials ❏ Use visual cues	*Skills:* Based on close reading and with moderate support... ❏ Explain ideas ❏ Explain phenomena ❏ Explain processes ❏ Explain text relationships ❏ Demonstrate understanding of a select set of grade-level texts & multimedia ❏ Determine the meaning of unknown words on familiar & new topics ❏ Use knowledge of morphology--affixes, roots, & base words ❏ Use linguistic context ❏ Use reference materials	*Skills:* Based on close reading and with light support... ❏ Explain ideas ❏ Explain phenomena ❏ Explain processes ❏ Explain text relationships ❏ Demonstrate understanding of a select set of grade-level texts & multimedia ❏ Determine the meaning of unknown words on familiar & new topics ❏ Use knowledge of morphology--affixes, roots, & base words ❏ Use linguistic context ❏ Use reference materials

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Grade 5
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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.
Skills: With prompting & substantial support... ❏ Describe the specific language writers/speakers use to present an idea ❏ Describe the specific language writers/speakers use to support an idea	*Skills:* With moderate support... ❏ Explain how well writers/speakers use specific language resources to support an opinion ❏ Explain how well writers/speakers use specific language resources to present an idea	*Skills:* With light support... ❏ Explain how well writers/speakers use specific language resources to support an opinion ❏ Describe how well writers/speakers use specific language resources to present an idea

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Grade 5
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
8. Analyzing language choices Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as *angry* versus *furious*).	***8. Analyzing language choices*** 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.	***8. Analyzing language choices*** 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.
Skills: ❏ Distinguish how different words with similar meanings produce different effects on the audience	***Skills:*** ❏ 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	***Skills:*** ❏ 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

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Grade 5
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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.
Skills: With moderate support... ❏ Plan brief oral presentations on a variety of topics and content areas ❏ Deliver brief oral presentations on a variety of topics and content areas ❏ Report, recite, recount, explain, etc.	*Skills:* With moderate support... ❏ Plan longer oral presentations on a variety of topics and content areas ❏ Deliver longer oral presentations on a variety of topics and content areas ❏ Give a speech, opine, recite, recount, explain, etc.	*Skills:* With light support... ❏ Plan longer oral presentations on a variety of topics and content areas ❏ Deliver longer oral presentations on a variety of topics and content areas ❏ Give a speech, opine, recite, recount, explain, etc.

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Grade 5
Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**

10. Writing
  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.
  b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
	10. Writing
	  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.
	  b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
		10. Writing
		  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.
		  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).

Skills: Collaboratively & sometimes independently... ❏ Write short literary & informational texts ❏ Write brief summaries of texts and experiences ❏ Use complete sentences and key words	*Skills:* Collaboratively & with increasing independence... ❏ Write longer literary & informational texts ❏ Use appropriate text organization ❏ Write increasingly concise summaries of texts and experiences ❏ Use complete sentences and key words	*Skills:* Collaboratively & independently... ❏ Write longer & more detailed literary & informational texts ❏ Use appropriate text organization ❏ Use a growing understanding of language register ❏ Write clear coherent summaries of texts and experiences ❏ Use complete, concise sentences and key words

Grade 5

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ELD Standards Unpacking: A Look at Skills and Language Resources

Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**

11. Supporting opinions
  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.
  b. Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, has to, maybe*).
	11. Supporting opinions
	  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.
	  b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).
		11. Supporting opinions
		  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.
		  b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).

Skills:
With substantial support...
  ❏ Support opinions
  ❏ Express appropriate/accurate reasons
  ❏ Use textual evidence
  ❏ Use relevant background knowledge about content
  ❏ Reference text to support opinions etc.
  ❏ Express ideas, opinions, temper statements
  ❏ Use basic modal expressions such as *can*, *has to*, *maybe, etc.*
	Skills:
	With moderate support...
	  ❏ Support opinions
	  ❏ Persuade others
	  ❏ Express appropriate/accurate reasons
	  ❏ Use textual evidence
	  ❏ Paraphrase facts
	  ❏ Use relevant background knowledge about content
	  ❏ Paraphrase, etc.
	  ❏ Express attitudes, opinions, temper statements
	  ❏ Use familiar modal expressions such as *maybe/probably, can/must, etc.*
		Skills:
		With mild support...
		  ❏ Support opinions
		  ❏ Persuade others
		  ❏ Express appropriate/accurate reasons
		  ❏ Use detailed textual evidence
		  ❏ Use relevant background knowledge about content
		  ❏ Quote text. etc.
		  ❏ Express attitudes, opinions, temper statements
		  ❏ Use nuanced modal expressions and phrasing such as *probably/certainly, should/would*

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Grade 5
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**

12. Selecting language resources
  a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.
  b. Select a few frequently used affixes for accuracy and precision (e.g., She walk*s*, I'm *un*happy).
	12. Selecting language resources
	  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.
	  b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He like*s* . . . , I'm *un*happy).
		12. Selecting language resources
		  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.
		  b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*).

Skills: For precision while speaking and writing... ❏ Use a select number of general academic words ❏ Use a select number of domain-specific words ❏ Select a few frequently used affixes for accuracy	*Skills:* To create precision and shades of meaning while speaking and writing... ❏ Use a growing number of general academic words ❏ Use a growing number of domain-specific words ❏ Use a growing number of synonyms ❏ Use a growing number of antonyms ❏ Select a growing number of frequently used affixes for accuracy	*Skills:* To create precision and shades of meaning while speaking and writing... ❏ Use a wide variety of general academic words ❏ Use a wide variety of domain-specific words ❏ Use a wide variety of synonyms ❏ Use a wide variety of antonyms ❏ Use a wide variety of figurative language ❏ Select a variety of appropriate affixes for accuracy

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Grade 5
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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.
Skills: ❏ Apply basic understanding of how different text types are organized to comprehending texts ❏ Apply understanding of how different text types are organized to writing basic texts	*Skills:* ❏ Apply growing understanding of how different text types are organized to comprehending texts ❏ Apply increasing understanding of how different text types are organized to writing texts with increasing cohesion	*Skills:* ❏ Apply increasing understanding of how different text types are organized to comprehending texts ❏ 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**
2. Understanding cohesion 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. 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., *first/next, at the beginning*) to comprehending texts and writing basic texts.	*2. Understanding cohesion* 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. 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., *for example, in the first place, as a result*) to comprehending texts and writing texts with increasing cohesion.	*2. Understanding cohesion* 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. 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., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.
Skills: ❏ Apply basic understanding of language resources that refer the reader back or forward in text ❏ Use pronouns, etc., to move a reader back/forward ❏ Apply basic understanding of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases ❏ Apply these understandings to comprehending texts	*Skills:* ❏ Apply growing understanding of language resources that refer the reader back or forward in text ❏ Use pronouns, synonyms, etc, to move a reader back/forward. ❏ Apply growing understanding of how ideas/events/reasons are linked throughout a text using a variety of connecting words or phrases ❏ Apply these understanding to comprehending text	*Skills:* ❏ Apply increasing understanding of language resources that refer the reader back or forward in text ❏ Use pronouns, synonyms, nominalizations, etc., to move reader back/forward ❏ 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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❏ Apply these understandings to writing basic texts ❏ Use connecting words & phrases such as *first/next* and *at the beginning*, etc.	❏ Apply these understandings to writing text with increasing cohesion ❏ Use connecting words & phrases such as *for example*, *in the first place,* and *as a result*, etc.	❏ Apply these understanding to comprehending text ❏ Apply these understandings to writing cohesive texts ❏ Use connecting words & phrases such as *consequently*, *specifically,* and *however*, 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**
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.	*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.	*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.
Skills: On familiar topics... ❏ Use frequently used verbs ❏ Use various verb types ❏ Use various verb tenses appropriate to the text type and discipline	*Skills:* On an increasing variety of topics... ❏ Use various verbs ❏ Use various verb types ❏ Use various verb tenses appropriate to the task, text type, and discipline	*Skills:* On a variety of topics... ❏ Use various verbs ❏ Use various verb types ❏ 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**
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.	*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.	*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.
Skills: ❏ Expand noun phrases in simple ways to enrich the meaning of sentences ❏ Expand noun phrases in simple ways to add details about ideas, people, things ❏ Add adjective to a noun	*Skills:* ❏ Expand noun phrases in a variety of ways to enrich the meaning of sentences ❏ Expand noun phrases in a variety of ways to add details about ideas, people, things ❏ Add comparative/superlative adjectives to noun phrases ❏ Embed simple clauses	*Skills:* ❏ Expand noun phrases in an increasing variety of ways to enrich the meaning of sentences ❏ Expand noun phrases in an increasing variety of ways to add details about ideas, people, things ❏ Add comparative/superlative adjectives to noun phrases ❏ Add general academic adjectives & adverbs to noun phrases ❏ Embed more complex clauses

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Grade 5
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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.
Skills: ❏ Expand & enrich sentences with familiar adverbs, adverb phrases, prepositional phrases ❏ Use adverbials to to provide details of time, manner, place, cause, etc., about a familiar activity or process	***Skills:*** ❏ Expand & enrich sentences with a growing variety of adverbs, adverb phrases, prepositional phrases ❏ Use adverbials to provide details of time, manner, place, cause, etc., about a familiar or new activity or process	***Skills:*** ❏ Expand sentences with a variety of adverbs, adverb phrases, prepositional phrases ❏ Use adverbials to provide details of time, manner, place, cause, etc., about a variety of familiar and new activities and processes

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Grade 5
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
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 *and, but, so*).	*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., *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 _____*).	*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., *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 _____*).
Skills: Combine clauses in a few basic ways: ❏ to make connections between ideas ❏ to join ideas ❏ to provide evidence to support ideas or opinions ❏ to create compound sentences ❏ to use coordinating conjunctions ❏ to use words such as *and, but,* and *so,* etc. to connect ideas	*Skills:* Combine clauses in an increasing variety of ways: ❏ to make connections between ideas ❏ to join ideas ❏ to make a concession ❏ to provide reasons to support ideas ❏ to create compound sentences ❏ to create complex sentences ❏ to use words and phrases such as *because* and *even though* to connect ideas	*Skills:* Combine clauses in a wide variety of ways: ❏ to make connections between ideas ❏ to join ideas ❏ to make a concession ❏ to link two ideas that happen at the same time ❏ to provide reasons to support ideas ❏ to create compound sentences ❏ to create complex sentences ❏ to use words and phrases such as *because*, *although*, and *while* to connect ideas

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Grade 5
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
7. Condensing ideas 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.	*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, *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.	*7. Condensing ideas* 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.
Skills: ❏ Condense clauses in simple ways ❏ Embed simple clauses ❏ Create precise and detailed sentences ❏ Use words such as *that* to condense ideas	*Skills:* ❏ Condense clauses in an increasing variety of ways ❏ Embed clauses ❏ Create precise and detailed sentences ❏ Use words and phrases such as *so* and *that* to condense ideas	*Skills:* ❏ Condense clauses in a variety of ways ❏ Embed clauses ❏ Use nominalizations ❏ Create precise and detailed sentences to condense ideas

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