



MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT  
**5<sup>th</sup> Grade CA ELD Standards**

Part I: Interacting in Meaningful Ways	EMERGING	EXPANDING	BRIDGING
<b>A. Collaborative (engagement in dialogue with others)</b>			
<b>1. Exchanging information/ideas:</b> Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics • SL.5.1,6; L.5.1,3,6	1. Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	1. 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. 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.
<b>2. Interacting via written English:</b> Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) • W.5.6; L.5.1,3,6	2. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
<b>3. Offering opinions:</b> Offering and supporting opinions and negotiating with others in communicative exchanges • SL.5.1,6; L.5.1,3,6	3. 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.	3. 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 counter-arguments, etc.	3. 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 counter-arguments, elaborate on an idea, etc.
<b>4. Adapting language choices:</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type) • W.5.4-5; SL.5.1,6; L.5.1,3,6	4. Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	4. 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. Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.
<b>B. Interpretive (comprehension and analysis of written and spoken texts)</b>			
<b>5. Listening actively:</b> . Listening actively to spoken English in a range of social and academic contexts • SL.5.1-3; L.5.3	5. Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	5. Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	5. Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
<b>6. Reading/viewing closely:</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language • RL.5.1-7,9-10; RI.5.1-7,9-10; SL.5.2-3; L.5.3,4,6	6. 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., <i>un-</i> , <i>mis-</i> ), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	6. 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. 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.
<b>7. Evaluating language choices:</b> Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area • RL.5.3-4,6; RI.5.2,6,8; SL.5.3; L.5.3-6	7. 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. 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. 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.
<b>8. Analyzing language choices:</b> Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area • RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6	8. 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> ).	8. 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.	8. 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.
<b>C. Productive (creation of oral presentations and written texts)</b>			
<b>9. Presenting:</b> Expressing information and ideas in formal oral presentations on academic topics • SL.5.4-6; L.5.1,3,6	9. 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. 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. 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.
<b>10. Writing:</b> Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology • W.5.1-10; L.5.1-3,6	10. 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. 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 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. 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 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).
<b>11. Supporting opinions:</b> Supporting own opinions and evaluating others' opinions in speaking and writing • W.5.1,4,9-10; SL.5.4,6; L.5.1-3,6	11. 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., <i>can</i> , <i>has to</i> , <i>maybe</i> ).	11. 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. b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i> ).	11. 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. 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> ).
<b>12. Selecting language resources:</b> Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas • W.5.4-5; SL.5.4,6; L.5.1,3,5-6	12. 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., <i>She walks, I'm unhappy</i> ).	12. a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking & writing. b) Select a growing number of frequently used affixes for accuracy and precision (e.g., <i>She walked. He likes . . ., I'm unhappy</i> ).	12. 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., <i>She's walking. I'm uncomfortable. They left reluctantly</i> ).



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**5<sup>th</sup> Grade CA ELD Standards**

Part II: Learning About How English Works	EMERGING	EXPANDING	BRIDGING
<b>A. Structuring Cohesive Texts</b>			
<b>1. Understanding text structure</b> and organization based on purpose, text type, and discipline-  RL.5.5; RI.5.5; W.5.1-5; SL.5.4	1. 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. 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. 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.
<b>2. Understanding cohesion</b> and how language resources across a text contribute to the way a text unfolds and flows-  RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1,3	2. 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., <i>first/next, at the beginning</i> ) to comprehending texts and writing basic texts.	2. 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., <i>for example, in the first place, as a result</i> ) to comprehending texts and writing texts with increasing cohesion.	2. 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., <i>consequently, specifically, however</i> ) to comprehending texts and writing cohesive texts.
<b>B. Expanding &amp; Enriching Ideas</b>			
<b>3. Using verbs and verb phrases</b> to create precision and clarity in different text types-  W.5.5; SL.5.6; L.5.1,3,6	3. Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	3. Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for 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. Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for 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.
<b>4. Using nouns and noun phrases</b> to expand ideas and provide more detail-  W.5.5; SL.5.6; L.5.1,3,6	4. 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, etc.	4. 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, etc.	4. 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, etc.
<b>5. Modifying to add details</b> to provide more information and create precision-  W.5.5; SL.5.4,6; L.5.1,3,6	5. Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.	5. Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.	5. Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.
<b>C. Connecting and Condensing Ideas</b>			
<b>6. Connecting ideas</b> within sentences by combining clauses-  W.5.1-3,5; SL.5.4,6; L.5.1,3,6	6. 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, but, so</i> ).	6. 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., <i>X is an extremely good book because X.</i> ).	6. 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 X.</i> ).
<b>7. Condensing ideas</b> within sentences using a variety of language resources-  W.5.1-3,5; SL.5.4,6; L.5.1,3,6	7. 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.	7. 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.	7. 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> -> <i>Their strength helped them crush their numerous enemies.</i> ) to create precise and detailed sentences.

<b>Part III: Using Foundational Literacy Skills RF.K-1.1-4; RF.2-5.3-4 (as appropriate)</b>	
<b>Foundational Literacy Skills:</b>  <b>Literacy in an Alphabetic Writing System</b> <ul style="list-style-type: none"> <li>Print concepts</li> <li>Phonological awareness</li> <li>Phonics &amp; word recognition</li> <li>Fluency</li> </ul>	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are: <ul style="list-style-type: none"> <li>Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.</li> <li>Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).</li> <li>Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).</li> </ul>