



ENGLISH LANGUAGE PROFICIENCY STANDARDS
 REVIEW of August 1, 2013 Draft

Grade/Grade Span: 4-5
 Table Group: Katy Chase,
Myrna Salinas, Karen
Thompson
6 Survey respondents'
comments in italics

Additional feedback, including specific editorial suggestions on the Grades 4-5 standards, were inserted directly into the draft ELP standards document on pages 4-8 using Track Changes.

LOOK AT	PROVIDE GENERAL FEEDBACK HERE
Receptive Language Standards, including correspondences	<p><u>Change: ELLs need to develop.....reword it to say: ELLs will develop.....</u> <u>Is there a way to highlight or make more prominent the header: RECEPTIVE LANGUAGE STANDARDS to bring more attention to it?(and apply to the other 3 headers)</u></p>
Standard 1	<p><u>Could we add "and multi media resources" after literary and informational text...and then throughout the proficiency levels as appropriate</u> <u>Would it be appropriate to include figurative language in level 4?</u> <u>Could you add "morphology" in levels 1 in 2 with the stipulation: as related to their native language... because some level 1 and 2 students do rely on their knowledge of base and root words, prefixes and suffixes in their native language and can relate this even at an early level.</u></p>
Standard 2	<p><u>Take out "summarize a text" "summarize part of a text", "retell familiar stories" because it doesn't seem that "summarizing" is the same thing as "extract evidence"</u> <u>For the level 5 descriptor change it to say: "determine two main ideas or themes from multiple texts..." or take out "two" bc it seems arbitrary</u></p>
Productive Language Standards, including correspondences	<p><u>Again, change "ELLs need to develop..." to "ELLs will develop..."</u></p>
Standard 3	<p><u>For the standard in general: We looked at the CCSS anchor standards and would like the types of writing and speaking added:</u> <u>An ELL can speak and write about grade appropriate complex literary and informative/explanatory texts and topics (add "informative/explanatory" when appropriate in each proficiency level)</u></p> <p><u>For level 4, omit the word "short" in "short oral or written narratives..."</u> <u>For level 5 add the word "relevant""developing the topic with RELEVANT details...."</u></p>
Standard 4 The following question is	<p><u>Adapt language choices according to audience (level 1)</u></p> <p><u>Why do the descriptors change from "language choices" to "word choices" (levels 1-</u></p>



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<p>primarily for the groups reviewing grades K and 1 ELP Standards: What to do with Standard 4 for K and 1? We have 2 possible ways to handle it: (1) Not applicable at this grade level or (2) Create very simple descriptors. Please advise.</p>	<p><u>3 vs. 4-5)</u></p>
<p>Standard 5</p>	<p><u>See changes on Standards Doc.</u></p>
<p>Interactive Language Standards including correspondences</p>	
<p>Standard 6</p>	
<p>Standard 7</p>	
<p>Standard 8</p>	
<p>Linguistic Competencies and Resources including correspondences</p>	
<p>Standard 9</p>	
<p>Standard 10</p>	
<p>Other comments/feed back</p>	<p><i>There is a lot packed into each standard. Teachers are going to need to spend some time unpacking what each standard requires of their students.</i></p> <p><i>Again, the expectations are too low at the lower levels. When I taught 5th grade, by the end of year one they were using model sentences and answering them such as</i></p>



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'Why is that an omnivore?' 'That is an omnivore because it eats everything.' We fight lowered expectations enough in the general education classroom. It is disheartening and extremely frustrating to see lowered expectations from experts in our own field.

Clarity in verbiage would be more helpful.

There needs to be more gramatical structures in the standards. Where is the form and function?

I like EP5 and the ideas around working by collaborating, & being to express other peoples' ideas...

Again I find these standards very broad. I'm not sure which "subject-specific" vocabulary I should teach. Is this content specific? I would need to know the content for each grade level.