



Overview

The **Grades 4–5** English Language Proficiency (ELP) Standards contain 10 standards designed to facilitate development in the English language proficiency needed by students as they develop competence in the disciplinary (i.e., subject-specific) practices associated with English language arts, mathematics, and science. The ELP Standards move beyond the traditional focus of listening, speaking, reading, and writing as discrete skills. They emphasize using these skills to develop communicative competence during individual, paired, small-group, and whole-group activities that involve directions, conversations, explanations, presentations, problems, demonstrations, text, visual support (e.g., pictures and illustrations), multimedia (e.g., video clips, audio clips, and Flash files), and other digital forms. The ELP standards address the question: **“What does it look like when English language learners (ELLs) use language effectively as they progress toward independent participation in grade-appropriate activities?”**

For the purposes of clarity, the standards are organized into four categories:

- **Receptive** Language Standards (listening and reading)
- **Productive** Language Standards (speaking and writing)
- **Interactive** Language Standards (coordinated use of receptive and productive language)
- **Linguistic** Standards (English structures)

Design Features of the Standards and Descriptors

- The 10 standards are designed for use both in English language development classes and content-area classes.
- While each ELP level includes a range of abilities, the descriptors shown in this document describe what ELLs can do by the *end* of each ELP level, and address social and academic uses of language. The student’s ability to demonstrate proficiency will depend on context and content-area focus. The student’s designated ELP level therefore represents a typical current performance level, not a fixed state.
- The 10 standards should not be considered mutually exclusive. Instead, they are interlocking pieces to be used in combination or separately.
- A single ELP level is not equivalent to one year of English language development class. In general, ELLs, especially younger ELLs, tend to progress more rapidly through the beginning ELP levels (levels one and two) than they do through the intermediate and advanced ELP levels (levels three and four, and level five, respectively). **In dual language programs, younger EL’s don’t necessarily progress more rapidly and the statement in bullet point #5 may alarm some dual language teachers/program coordinators: Suggestion CHANGE the second sentence to read : Progression may vary depending upon program type, age of entry, initial English Proficiency level, native language literacy, and other factors.**
- Each standard describes *functions* (what the student “does” with language) and *forms* (the language structures the student uses to communicate). The table below describes the *forms* of each language proficiency level (i.e., 1–5). In order to maintain concision, there are instances when *forms* are not

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included in the standards' proficiency level descriptors on the following pages. If needed, the proficiency level descriptors can be used to show *how* the student is carrying out the knowledge, skills, or ability described in each standard.

By the end of each English language proficiency level, the ELL will be able to demonstrate the knowledge, skill, or ability described in the standard,				
1	2	3	4	5
using gestures, a few frequently occurring words, simple phrases, and formulaic expressions.	using frequently occurring words and phrases, and a few idiomatic expressions.	using frequently occurring words and phrases, and an increasing number of idiomatic expressions. <u>Throughout the standards, level 3 requires students to include simple and compound sentences. We feel the overall ELP chart should be changed for level 3 to say: using frequently occurring words and phrases, some simple and compound sentences, and an increasing number of idiomatic expressions.</u>	using words, phrases, idiomatic expressions, and simple and compound sentences.	using a variety of words, phrases, idiomatic expressions, and simple, compound and complex sentences.

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We believe that Guiding Principles . . .

1. ELLs have the same potential as native speakers of English to complete cognitively complex tasks. Regardless of ELP level, all ELLs need access and exposure to challenging, grade-appropriate content and language. (Grade-appropriate is defined by the content area standards for that respective grade.)
2. ELLs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable developmental step as they develop grade-appropriate language capacities, particularly those that involve discipline-specific terminology and registers. The kind and intensity of the scaffolding provided will depend on each student's ability to undertake that *particular* task independently.
3. ELP Standards can be specifically designed to leave room for teachers, curriculum developers, and states to determine how they should be reached and what additional topics should be addressed; thus, these standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication, expressive communication, or the teaching of grammar.
4. ELLs with limited or interrupted formal education should have access to targeted support that allows them to develop foundational literacy skills in an accelerated time frame. Educators can refer to the Common Core State Standards (CCSS), Reading Standards: Foundational Skills (K–3), for this purpose.
5. ELLs with disabilities can benefit from English language development services. Educators should be aware that these students may make progress in learning English according to slightly different paths, but that they still may make progress.
6. ELL's social, cultural, and linguistic background knowledge and resources can be used as a resource to help ELLs develop the social, cultural, and linguistic competencies required for effective communication in English.
7. Relevant and strategic technology and multimedia tools, aligned to these standards, should be integrated into the design of curriculum, instruction, and assessment for ELLs. (See EP7 and MP5 in the Venn diagram below.)

Correspondence with English Language Arts & Literacy, Math, and Science

To address the unique disciplinary *language* needs of each content area, the 10 ELP standard statements were constructed in correspondence with the *Standards for Practice* found in the Common Core and Next Generation standards.

The Venn diagram to the right depicts the relationships and convergences among the *student actions* addressed by the Standards of Practices. For example, the central overlap between the three circles highlights the central role of evidence in the Standards. [See "Found in" notes to right for information on sources for this diagram.]

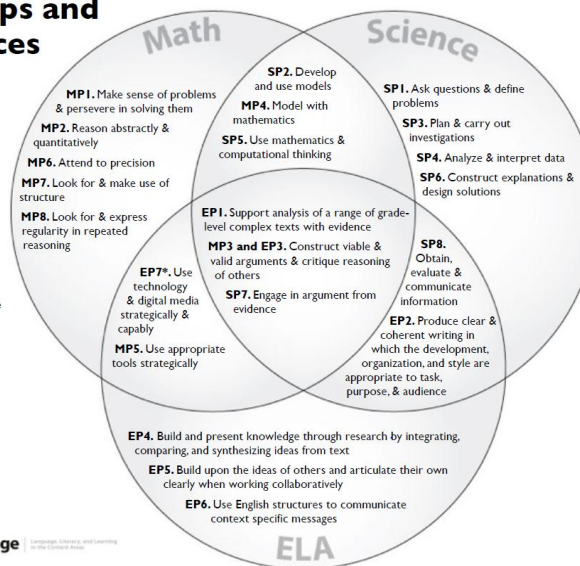
The ELP standards shown on subsequent pages address the types of *language proficiency* ELLs need as they engage in these Practices (and therefore, may show slightly different groupings of Practices with each ELP standard than those groupings shown in the Venn diagram to the right).

"By explicitly calling attention to these Practices, state ELP standards [are designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, ELPD Framework, 2012, p. 16).

Relationships and Convergences

Found in:
 1. CCSS-Mathematics (practices)
 2a. CCSS-ELA/Literacy (student capacity)
 2b. ELPD Framework (ELA practices-defined)
 3. NGSS (science & engineering practices)

Notes:
 1. MP1-MP8 represent CCSS Mathematical Practices (p.6-8).
 2. SP1-SP8 represent NGSS Science & Engineering Practices.
 3. EP1-EP6 represent CCSS ELA "Practices" as defined by the ELPD Framework (p.11).
 4. EP7* represents CCSS ELA student "capacity" (p.7).



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Understanding Language
 Literacy, Language, and Learning
 in the Common Core

DRAFT 7-20-13 by Tina Cheek

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Use this Map to identify a Practice and its corresponding ELP standard. Click on the ELP Standard number to go to the standard.

Practices	ELP Standards									
	1	2	3	4	5	6	7	8	9	10
ELA/Literacy “Practices”¹ (EP) correspondence with . . .										
EP1. Support analyses of a range of grade level complex texts with evidence.	•	•	•			•	•			
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			•	•	•			•	•	•
EP3. Construct valid arguments from evidence and critique the reasoning of others.		•			•			•		
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.		•					•	•		
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.		•			•	•	•	•		
EP6. Use English structures to communicate context-specific messages.	•			•	•		•		•	•
Mathematics Practices (MP) correspondence with . . .	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving them.	•		•			•	•	•		•
MP2. Reason abstractly and quantitatively.				•						
MP3. Construct viable arguments and critique the reasoning of others.		•			•			•		•
MP4. Model with mathematics.			•							
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.			•	•	•	•			•	•
MP7. Look for and make use of structure.	•		•			•	•		•	•
MP8. Look for and express regularity in repeated reasoning.						•	•			
Science Practices (SP) correspondence with . . .	1	2	3	4	5	6	7	8	9	10
SP1. Ask questions and define problems.	•	•		•				•		
SP2. Develop and use models.			•			•				
SP3. Plan and carry out investigations.							•			
SP4. Analyze and interpret data.					•	•				
SP5. Use mathematics and computational thinking.					•	•	•			
SP6. Construct explanations and design solutions.			•	•		•	•	•		
SP7. Engage in argument from evidence.					•			•		•
SP8. Obtain, evaluate, and communicate information.	•		•	•	•	•	•	•	•	•

¹ While the CCSS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCSS for ELA does not explicitly identify key practices and core ideas). (CCSSO ELPD Framework, 2012, p. 16)

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Receptive Language Standards RECEPTIVE LANGUAGE STANDARDS

ELLs ~~need to~~will develop grade-appropriate competence in using English to construct meaning found in oral and written discourse.

Standard 1.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
<p>An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text and multi media resources . . .</p>	<p>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context and visual aids (including picture dictionaries). 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.</p>	<p>determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, and reference materials.</p>	<p>determine the meaning of frequently occurring words and phrases and some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and some knowledge of morphology (e.g., affixes, roots, and base words).</p>	<p>determine the meaning of general academic* and subject-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology. Would it be appropriate to include figurative language in level 4?</p>	<p>determine the meaning, including the connotative and figurative meanings, of general academic* and subject-specific words and phrases and figurative language (such as metaphors and similes) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.</p>
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence. MP1. Make sense of problems and persevere in solving them. SP1. Ask questions and define problems.</p> <p>EP6. Use English structures to communicate context-specific messages. MP7. Look for and make use of structure. SP8. Obtain, evaluate, and communicate information.</p>					

Standard 2.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5

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<p>An ELL can . . . extract evidence from grade-appropriate oral presentations and literary and informational text through close listening or reading . . .</p>	<p>identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.</p>	<p>identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.</p>	<p>determine the main idea or theme and retell a few key details of read-alouds, simple written texts, and oral presentations; retell familiar stories.</p>	<p>determine the main idea or theme and tell how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; summarize part of a text.</p>	<p>determine two main ideas from multiple texts? or themes and tell how key details support them in read-alouds, written texts, and oral presentations; summarize a text.</p>
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>SP1. Ask questions and define problems.</p>					

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***Due to the fact the words “general academic and subject specific words and phrases” are used over and over, it would make sense to have some definition or a link to a list of academic words....**

Productive Language Standards PRODUCTIVE LANGUAGE STANDARDS

ELLs ~~need to will~~ develop grade-appropriate competence in using English to produce meaningful speech acts and/or written documents.

Standard 3.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . speak and write about grade-appropriate complex literary and informational/ explana <u>tory</u> texts and topics . . .	communicate simple information about familiar topics, events, or objects in the environment, using a few frequently occurring words, drawings, illustrations, and other visual aids.	compose short oral and written texts about familiar topics and experiences, using frequently occurring words and phrases and modeled sentences.	compose short oral or written narratives or informational/ <u>explanatory</u> texts about familiar topics and experiences, including a few details and using simple and some compound sentences and a few general academic and subject-specific academic words.	compose short oral or written narratives or informational/ <u>explanatory</u> texts about a variety of topics and experiences, including some details, and using a variety of simple, compound, and a few complex sentences and some general academic* and subject-specific words and phrases.	compose oral or written narratives or informational/ <u>explanatory</u> texts about a variety of topics and experiences, developing the topic with <u>relevant</u> details and examples and using varied sentences and general academic* and subject-specific words and phrases.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP4. Model with mathematics.</p> <p>MP6. Attend to precision.</p> <p>MP7. Look for and make use of structure.</p> <p>SP2. Develop and use models.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					

Standard 4.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . adapt language choices (<u>including register</u>) to purpose, task, and audience when speaking or writing . . .	Not applicable at this level; recognize that different social and academic contexts require the use of different words and styles of expression	adapt language choices according to task and purpose, and begin to use a limited number of general academic* and subject-specific words in conversations and discussions.	adapt language choices according to purpose, task, and audience, using some general academic* and subject-specific words, phrases, and expressions in conversation, discussions, and short written text.	adapt word choices <u>language choices and style</u> (includes register) according to purpose, task, and audience, using an increasing number of general academic* and subject-specific words and phrases in speech and in writing.	adapt word choices <u>language choices and style</u> according to purpose, task, and audience, using <u>a great variety of</u> general academic* and subject-specific words and phrases, <u>with increasing accuracy in speech and in writing. (because that is what we want for every level)</u>
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization,</p> <p>MP2. Reason abstractly and quantitatively.</p> <p>SP6. Construct explanations and design</p>					

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and style are appropriate to the task, purpose, and audience.
EP6. Use English structures to communicate context-specific messages.

MP6. Attend to precision.
SP1. Ask questions and define problems.

solutions.
SP8. Obtain, evaluate, and communicate information.

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Standard 5.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . construct a grade-appropriate oral or written claim and support it with reasoning and evidence . . .	express an opinion about familiar topics, using a few frequently occurring words and <u>simple modeled sentences/formulaic expressions.</u>	construct a simple claim about familiar topics and give a reason to support the claim, using words, phrases, and modeled sentences.	construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim, using simple and some compound sentences and a few general academic* and subject-specific words.	construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a <u>concluding statement</u> <u>concluding sentence</u> , using a variety of sentences and some general academic* and subject-specific words.	construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a <u>concluding paragraph</u> <u>or section</u> <u>a logical conclusion</u> , using a variety of sentences and general academic* and subject-specific words.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p><u>EP1. Support analyses of a range of grade-level complex texts with evidence.</u> <u>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u> EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages.</p> <p><u>MP3. Construct viable arguments and critique reasoning of others.</u> • <u>MP6. Attend to precision—we are noticing this is coming up a LOT.</u></p> <p><u>SP4. Analyze and interpret data.</u> SP5. Use mathematical and computational thinking. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</p>					
<p><u>Interactive Language Standards</u> INTERACTIVE LANGUAGE STANDARDS ELLs <u>need to will</u> develop grade-appropriate competence in using English to actively participate in classroom activities.</p>					
Standard 6.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	participate in short conversational and written exchanges about familiar topics <u>with modeled sentences, actively</u> listening to others and responding to simple yes/no questions.	participate in short conversational and written exchanges about familiar topics, <u>attending actively listening</u> to others and responding to basic yes/no and wh-questions (<u>where, what, who, when...not why</u>)-	participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to the comments of others and adding some comments of his or her own, and asking and answering questions about the topic or text.	participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, <u>using evidence</u> , and summarizing the key ideas expressed.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.</p> <p>SP2. Develop and use models. SP4. Analyze and interpret data. SP5. Use mathematical and computational thinking. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>					

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Standard 7.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . research and/or obtain, evaluate, and communicate grade-appropriate oral and written information in a clear and effective response to a defined task and purpose . . .	recall information from experience <u>and/or</u> gather information from a few provided sources and label some key information, using a few frequently occurring words, illustrations, diagrams, or other graphic forms.	recall information from experience <u>and/or</u> gather information from provided sources and record some information in words and phrases, with labeled illustrations, diagrams, or other graphic forms.	recall information from experience <u>and/or</u> gather information from print and digital sources to answer a question, <u>using orderly notes and graphics</u> ; summarize ideas, information, or scientific phenomena in <u>orderly notes, using phrases, simple sentences, and graphics</u> ; and provide a list of sources.	recall information from experience <u>and/or</u> gather information from print and digital sources to answer a question <u>using organized notes, with charts, tables, or other graphics</u> ; summarize ideas, information, or scientific phenomena in <u>organized notes, with charts, tables, or other graphics</u> , as appropriate; and provide a list of sources.	recall information from experience <u>and/or</u> gather information from print and digital sources <u>using detailed and orderly notes, with graphics</u> ; summarize ideas, information, or scientific phenomena in detailed and orderly notes, with graphics , as appropriate; and provide a list of sources.
as the student engages in one or more of the following discipline-specific practices: EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. MP1. Make sense of problems and persevere in solving them. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning. SP3. Plan and carry out investigations. SP5. Use mathematical and computational thinking. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.					

Standard 8	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . analyze and critique the arguments of others orally and in writing . . .	identify a point an author or a speaker makes, using a few frequently occurring words and phrases <u>and using modeled sentences.</u>	identify a reason an author or a speaker gives to support <u>a</u> the main point, using frequently occurring words, phrases, and <u>formulaic expressions (modeled sentences?).</u>	tell how one or two reasons support the specific points an author or a speaker makes, using mostly simple and a few compound sentences and using some academic* and subject-specific words and phrases.	describe how reasons support the specific points an author or a speaker makes, using a variety of simple and compound sentences and using some academic* and subject-specific words and phrases.	explain how an author or a speaker uses reasons and evidence to support particular points, and (at Grade 5) identify which reasons and evidence support which points, using a variety of sentence types and <u>general-academic*</u> and subject-specific vocabulary.
as the student engages in one or more of the following discipline-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (we believe that this practice might lead teachers to think they HAVE to have a EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.					

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finished product for this standard...the other practices adequately cover the intent of the standard)

- EP3. Construct valid arguments from evidence and critique the reasoning of others.
- EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

Linguistic Standards LINGUISTIC STANDARDS

ELLs ~~need to~~ will develop grade-appropriate competence in using English to build awareness in how English is structured and organized. By focusing on language as it relates to communicative and academic endeavors (language in use, not in isolation), teachers can help students develop the needed forms and functions of English.

By the end of each English language proficiency level, the ELL can . . .					
	1	2	3	4	5
<p>Standard 9 <u>*this is WAY too simplified...the CCSS for Language (CCSS.ELA-Literacy.L4.1 and L5.1) address this standard in more depth</u></p>					
<p>An ELL can . . . use grade-appropriate standard English forms to communicate in speech and writing . . . **STRONGLY SUGGEST: link to CCSS Language: Conventions of Standard English for more specific Info** ALSO, a link to the California ELD Standards (part II Learning about How</p>	<p>recognize and use a small number of frequently occurring nouns, noun phrases, <u>simple conjunctions</u>, and <u>present tense verbs</u>; and understand understand and respond to question words**.</p> <p><u>**this doesn't seem to be consistent with level 1 standard 6**</u></p>	<p><u>master forms from level 1 as well as</u> recognize and use some frequently occurring nouns, pronouns, <u>simple past tense and present progressive</u> verbs, <u>prepositions</u>, <u>prepositional phrases</u>, adjectives, adverbs, <u>interjections</u> and <u>coordinating conjunctions</u>; and produce simple <u>and compound sentences</u>, using modeled sentences and in response to prompts.</p>	<p><u>master forms from levels 1 and 2 as well as</u> use some relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), <u>interjections</u>, and <u>prepositional phrases</u>, <u>irregular past tense verbs</u>, and <u>subordinating conjunctions</u>; and produce and expand simple and compound sentences. <u>*put an example (or several) in the glossary/appendix</u></p>	<p>use relative pronouns, <u>master forms from levels 1-3 as well as</u> use relative adverbs <u>and present progressive and perfect verbs</u>; and <u>subordinating conjunctions</u>, and <u>prepositional phrases</u>, and <u>begin to use a mixture of verb tenses appropriately</u>; produce and expand simple, compound, and a few complex sentences.</p>	<p>use relative pronouns, <u>relative adverbs</u>, <u>prepositional phrases</u>, <u>subordinating conjunctions</u>; <u>Master forms from levels 1-4 as well as</u> <u>and the progressive and perfect verb tenses</u>, <u>use a mixture of verb tenses appropriately</u>; and produce and expand simple, compound, and complex sentences. <u>The following forms are referenced in CCSS but not above (in original document we started with): interjections, use</u></p>

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<p><u>English Works) would help teachers with lesson planning because of examples given</u></p>				<p><u>verb tense to convey various times, sequences, states and conditions; modal auxiliaries, use the royal order of adjectives, irregular past tense verbs</u></p>
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> <p>MP6. Attend to precision.</p> <p>MP7. Look for and make use of structure.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>				

Standard 10.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
<p>An ELL can . . . <u>create clear and coherent grade-appropriate speech and text. . . use English language structures to connect and condense ideas</u></p>	<p>combine high-frequency words and formulaic phrases, using simple conjunctions (e.g., and) to link events and ideas using modeled sentences.</p>	<p>narrate a short sequence of events, using modeled sentences, and introduce an informational topic (why informational only?) and present one or two facts/details about it, using modeled sentences.</p>	<p>narrate a short sequence of events using temporal words (e.g., next, after), and introduce an informational topic and present one or two facts/details about it, using linking words (conjunctions) (e.g., because, and, also).</p>	<p>narrate a more detailed sequence of events, using transitional words and phrases (e.g., after a while); introduce an informational topic; link ideas and opinions using words and phrases (e.g., for example, in order to, as a result, in addition); and provide a conclusion.</p>	<p>narrate a more detailed sequence of events, using transitional words and phrases; introduce an informational topic; and link ideas and opinions using words and phrases.</p>
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> <p>MP6. Attend to precision.</p> <p>MP7. Look for and make use of structure.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					

Comment [e1]: We know this comes from CCSS-ELA, but for the descriptors of the proficiency levels that follow, it seems very vague and generic. We're not sure it captures the essence of what the proficiency levels are describing.

Comment [o2]: The PLDs have not been fully fleshed out to correspond to this wording of the standard. Maybe pull from CA standards for this description?