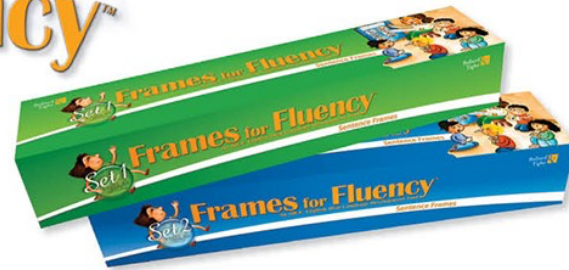
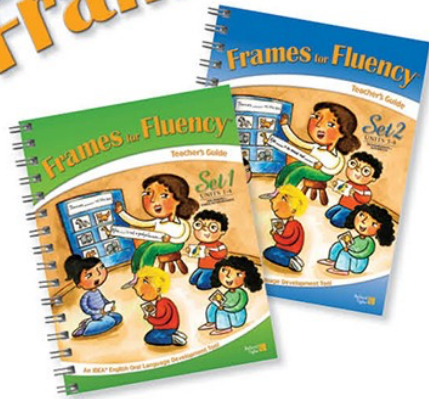


# Frames for Fluency™



The \_\_\_\_ is more expensive than the \_\_\_\_.

What were you doing at \_\_\_\_?

I was \_\_\_\_ at \_\_\_\_.

I think this book will be about \_\_\_\_.

## Frames for Fluency (Beginning – Advanced High) correlated to Grade 5 ELPA21 Standards Citation-Based

## Grades 4-5 ELP Standards with Grade 4 Correspondences

### Grade 5: Standard 1

| By the end of each English language proficiency level, an ELL can . . .   |   |   |  |  |   |
|---|---|---|--|--|---|
| ELP.4-5.1.  | Level 1   | Level 2   | Level 3  | Level 4  | Level 5   |
| <p><b>An ELL can . . .</b></p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>   | <p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p> | <p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic</li> <li>• retell a few key details</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p> | <p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• retell a few key details</li> <li>• retell familiar stories</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p>  | <p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• explain how some key details support the main idea or theme</li> <li>• summarize part of a text from read-alouds, written texts, and oral presentations.</li> </ul> | <p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine two or more main ideas or themes</li> <li>• explain how key details support the main ideas or themes</li> <li>• summarize a text from read-alouds, written texts, and oral presentations.</li> </ul> |
| <b>when engaging in one or more of the following content-specific practices:</b>  |   |   |  |  |   |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>  |   |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>   |  | <p><b>SP1.</b> Ask questions and define problems.</p>   |
| <b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b>   |   |   |  |  |   |
| <p><b>Literature</b></p> <p><b>RL.2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>RL.7.</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><b>RL.1., RI.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>SL.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |   |   | <p><b>Informational Text</b></p> <p><b>RI.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.7.</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> |  |   |

**Grade 5: Standard 2**

| ELP.4-5.2.  | By the end of each English language proficiency level, an ELL can . . .   |  |  |  |   |
|---|---|--|--|--|---|
|   | Level 1   | Level 2  | Level 3  | Level 4  | Level 5   |
| <p><b>An ELL can . . .</b></p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p> | <ul style="list-style-type: none"> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and some wh-questions</li> </ul> <p>about familiar topics.</p> <p><b>U1:</b> 28-37<br/><b>U2:</b> 40-55</p> | <ul style="list-style-type: none"> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and wh-questions</li> </ul> <p>about familiar topics and texts.</p> <p><b>U3:</b> 58-75<br/><b>U4:</b> 78-97</p> | <ul style="list-style-type: none"> <li>participate in short conversations and discussions</li> <li>participate in short written exchanges</li> <li>respond to others' comments</li> <li>add some comments of his or her own</li> <li>ask and answer questions</li> </ul> <p>about familiar topics and texts.</p> <p><b>U5:</b> 28- 41<br/><b>U6:</b> 44-63</p> | <ul style="list-style-type: none"> <li>participate in conversations and discussions</li> <li>participate in written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> </ul> <p>about a variety of topics and texts.</p> <p><b>U7:</b> 66-85</p> | <ul style="list-style-type: none"> <li>participate in extended conversations and discussions</li> <li>participate in extended written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and detailed information using evidence</li> <li>summarize the key ideas expressed</li> </ul> <p>about a variety of topics and texts.</p> <p><b>U8:</b> 87-99</p> |

**when engaging in one or more of the following content-specific practices:**

|  |  |  |
|--|--|--|
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p> | <p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p> |
|--|--|--|

**when engaging in tasks aligned with the following Grade 4 ELA Standards:**

|   |
|---|
| <p><b>W.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>SL.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> |
|---|

**Grade 5: Standard 3**

| ELP.4-5.3.  | By the end of each English language proficiency level, an ELL can . . .  |   |   |  |  |
|---|--|---|---|--|--|
|   | Level 1  | Level 2   | Level 3   | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>   | <ul style="list-style-type: none"> <li>communicate simple information</li> </ul> <p>about familiar texts, topics, events, or objects in the environment.</p> | <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written texts</li> </ul> <p>about familiar texts, topics, and experiences.</p> | <p>including a few details,</p> <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul> <p>about familiar texts, topics, and experiences.</p> | <p>including some details,</p> <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul> <p>about a variety of texts, topics, and experiences.</p> | <p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> <li>deliver oral presentations</li> <li>compose written narrative or informational texts</li> </ul> <p>about a variety of texts, topics, and experiences.</p> |
| <b>when engaging in one or more of the following content-specific practices:</b>  |  |   |   |  |  |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>  |  | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>  |   | <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>  |  |
| <b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b>   |  |   |   |  |  |
| <p><b>W.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ol> <p><b>W.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol> <p><b>SL.4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |  |   |   |  |  |

## Grade 5: Standard 4

| ELP.4-5.4.   | By the end of each English language proficiency level, an ELL can . . .   |   |   |   |   |
|--|---|---|---|---|---|
|  | Level 1   | Level 2   | Level 3   | Level 4   | Level 5   |
| <p><b>An ELL can . . .</b></p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>   | <ul style="list-style-type: none"> <li>express an opinion about a familiar topic.</li> </ul> <p><b>U2:</b> 50</p> | <ul style="list-style-type: none"> <li>construct a simple claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul> <p><b>U2:</b> 94</p> | <ul style="list-style-type: none"> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide a few reasons or facts to support the claim.</li> </ul> <p><b>U5:</b> 32, 34<br/><b>U6:</b> 57</p> | <ul style="list-style-type: none"> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide several reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul> <p><b>U7:</b> 76</p> | <ul style="list-style-type: none"> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul> <p><b>U8:</b> 93</p> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |   |   |   |   |   |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |   | <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p> <p><b>MP6.</b> Attend to precision.</p>   |   | <p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>   |   |
| <b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b>  |   |   |   |   |   |
| <p><b>W.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><b>SL4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>L6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> |   |   |   |   |   |

**Grade 5: Standard 5**

| ELP.4-5.5.   | By the end of each English language proficiency level, an ELL can . . .   |  |  |   |  |
|--|---|--|--|---|--|
|  | Level 1   | Level 2  | Level 3  | Level 4   | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>   | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from a few provided sources</li> <li>label some key information.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record some information.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>identify key information in orderly notes.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>record information in organized notes, with charts, tables, or other graphics, as appropriate</li> <li>provide a list of sources.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources</li> <li>summarize key ideas and information in detailed and orderly notes, with graphics as appropriate</li> <li>provide a list of sources.</li> </ul> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |   |  |  |   |  |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>  |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>   |  | <p><b>SP3.</b> Plan and carry out investigations.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>   |  |
| <b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b>  |   |  |  |   |  |
| <p><b>W.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SL.4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |   |  |  |   |  |

**Grade 5: Standard 6**

| ELP.4-5.6.   | By the end of each English language proficiency level, an ELL can . . .                          |   |  |  |  |
|--|--|---|--|--|--|
|  | Level 1  | Level 2   | Level 3  | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>analyze and critique the arguments of others orally and in writing . . .</p>   | <ul style="list-style-type: none"> <li>• identify a point an author or speaker makes.</li> </ul> | <ul style="list-style-type: none"> <li>• identify a reason an author or speaker gives to support a main point</li> <li>• agree or disagree with the author or speaker.</li> </ul> | <ul style="list-style-type: none"> <li>• tell how one or two reasons support the specific points an author or speaker makes or fails to make.</li> </ul> | <ul style="list-style-type: none"> <li>• describe how reasons support the specific points an author or speaker makes or fails to make.</li> </ul>  | <ul style="list-style-type: none"> <li>• explain how an author or speaker uses reasons and evidence to support or fail to support particular points</li> <li>• (at grade 5) identify which reasons and evidence support which points.</li> </ul> |
| <p><b>when engaging in one or more of the following content-specific practices:</b></p>  |  |   |  |  |  |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>  |  | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p>                          |  | <p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p> |  |
| <p><b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b></p>   |  |   |  |  |  |
| <p><b>RI.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>W.1b.</b> Provide reasons that are supported by facts and details.</p> <p><b>SL.3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>L.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> |  |   |  |  |  |

**Grade 5: Standard 7**

| ELP.4-5.7.   | By the end of each English language proficiency level, an ELL can . . .  |   |   |  |  |
|--|--|---|---|--|--|
|  | Level 1  | Level 2   | Level 3   | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>  | <ul style="list-style-type: none"> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul> | <p>with emerging control,</p> <ul style="list-style-type: none"> <li>adapt language choices to different social and academic contents</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul> | <p>with developing control,</p> <ul style="list-style-type: none"> <li>adapt language choices according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words, phrases, and expressions</li> </ul> <p>in conversation, discussions, and short written text.</p> | <p>with increasing ease,</p> <ul style="list-style-type: none"> <li>adapt language choices and style (includes register) according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific words and phrases</li> </ul> <p>in speech and writing.</p> | <ul style="list-style-type: none"> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wide variety of general academic and content-specific words and phrases</li> </ul> <p>in speech and writing.</p> |
| <p><b>when engaging in one or more of the following content-specific practices:</b></p>  |  |   |   |  |  |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>  |  | <p><b>MP6.</b> Attend to precision.</p>   |   | <p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>  |  |
| <p><b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b></p>   |  |   |   |  |  |
| <p><b>W.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>SL.6.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p><b>L.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> |  |   |   |  |  |



## Grade 5: Standard 8

| ELP.4-5.8.  | By the end of each English language proficiency level, an ELL can . . .   |  |  |  |  |
|---|---|--|--|--|--|
|   | Level 1   | Level 2  | Level 3  | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>  | <p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p> | <p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p> <p>U3: 65, 69<br/>U4: 92</p> | <p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul> <p>in texts about familiar topics, experiences, or events.</p> | <p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul> <p>in texts about a variety of topics, experiences, or events.</p> | <p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul> <p>in texts about a variety of topics, experiences, or events.</p> |
| <b>when engaging in one or more of the following content-specific practices:</b>  |   |  |  |  |  |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.<br/><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>   |  | <p><b>SP1.</b> Ask questions and define problems.<br/><b>SP8.</b> Obtain, evaluate, and communicate information.</p>   |  |
| <b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b>   |   |  |  |  |  |
| <p><b>Literature</b></p> <p><b>RL.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p><b>L.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> |   |  | <p><b>Informational Text</b></p> <p><b>RI.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>  |  |  |

## Grade 5: Standard 9

| ELP.4-5.9.   | By the end of each English language proficiency level, an ELL can . . .   |   |  |   |  |
|--|---|---|--|---|--|
|  | Level 1   | Level 2   | Level 3  | Level 4   | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>create clear and coherent grade-appropriate speech and text . . .</p>  | <p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul> <p>with limited control.</p> | <p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> <li>communicate simple information about a topic</li> <li>recount a simple sequence of events in order</li> <li>use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>)</li> </ul> <p>with emerging control.</p> | <p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>recount a short sequence of events in order</li> <li>use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>)</li> <li>provide a concluding statement</li> </ul> <p>with developing control.</p> | <ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>)</li> <li>provide a conclusion</li> </ul> <p>with increasingly independent control.</p> | <ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use a variety of linking words and phrases to connect ideas, information, or events</li> <li>provide a concluding statement or section.</li> </ul> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |   |   |  |   |  |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p>  |  | <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>  |  |
| <b>when engaging in tasks aligned with the following Grade 4 ELA Standards:</b>  |   |   |  |   |  |
| <p><b>W.1c.</b> Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</p> <p><b>W.2c.</b> Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p><b>W.3c.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>W.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>SL.4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |   |   |  |   |  |

## Grade 5: Standard 10

| ELP.4-5.10.  | By the end of each English language proficiency level, an ELL can . . .  |   |   |   |   |
|--|--|---|---|---|---|
|  | Level 1  | Level 2   | Level 3   | Level 4   | Level 5   |
| <p><b>An ELL can . . .</b></p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p> | <p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul> <p><b>U1:</b> 28-37<br/><b>U2:</b> 40-55</p> | <p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> <li>recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions</li> <li>produce simple sentences in response to prompts.</li> </ul> <p><b>U3:</b> 58-75<br/><b>U4:</b> 78-97</p> | <p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>use some relative pronouns (e.g., who, whom, which, that),</li> <li>use some relative adverbs (e.g., where, when, why),</li> <li>use some prepositional phrases</li> <li>produce and expand simple and compound sentences.</li> </ul> <p><b>U5:</b> 28- 41<br/><b>U6:</b> 44-63</p> | <ul style="list-style-type: none"> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why),</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul> <p><b>U7:</b> 66-85</p> | <ul style="list-style-type: none"> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why)</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>use the progressive and perfect verb tenses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul> <p><b>U8:</b> 87-99</p> |

**when engaging in one or more of the following content-specific practices:**

**EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
**EP6.** Use English structures to communicate context- specific messages.

**MP6.** Attend to precision.

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

**when engaging in tasks aligned with the following Grade 4 ELA Standards:**

- L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - Form and use prepositional phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.
  - Choose punctuation for effect.
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).