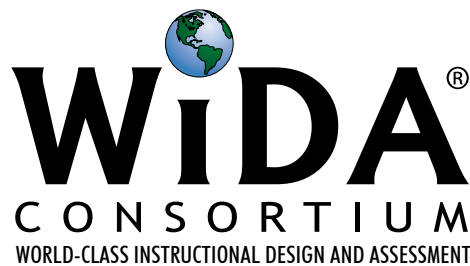


The English Language Development Standards

Grades 3-5

Draft Release, September 2011



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		Connection					Common Core Standards for Writing #8 (Grade 3): Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Information gathering	List key ideas and details related to a specific topic using an illustrated semantic web with a partner	Outline key ideas and details related to a specific topic using graphic organizers with a partner	Paraphrase key ideas and details related to a specific topic using graphic organizers with a partner	Describe key ideas and details related to a specific topic using a model with a partner	Summarize key ideas and details related to a specific topic	Level 6 - Reaching	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: main ideas, supporting details, important, category	Cognitive Function: Students at all levels of English language proficiency ANALYZE text for key ideas and take notes.						
		Example Context for Language Use: As a prewriting activity, students take notes on main ideas and details as they research a topic.						

		Connection					<i>Common Core Standards for Writing #5 (Grade 3):</i> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Revising & editing	Supply words for sentences about revising and editing from models	Complete sentences about revising and editing from models	Compose sentences about revising and editing from models	Suggest original ideas for revising and editing using a word bank	Provide comprehensive feedback for revising and editing	Level 6- Reaching
		Cognitive Function: Students at all levels of English language proficiency EVALUATE writing.					

	<p>Discourse Complexity</p>	<p>My favorite part of the story was the _____. (beginning, middle, end)</p> <p>You did a _____ job.</p> <p>I suggest adding _____. (information, humor, etc.)</p>	<p>The best part of your story was...(the setting/ the characters)</p> <p>I enjoyed... because....</p> <p>To make your story better,...(add... tell me more about..., etc.)</p>	<p>In the story about your dog, I really liked the sentences about your dog's size, color, and fur. The details helped me know what she looks like. One thing you can improve is to write more about the place where you and your dog like to play games.</p>	<p>Great job on the story about your dog. I liked the title you chose, "Life with Sum mer." You described your dog very well, so I can see her in my mind. I also have some suggestions. First, instead of using the word type, use breed because it is more specific. Second, please explain the phrase, "She is my alarm clock." What does she do to wake you up?</p>	<p>Overall, I think your writing was very interesting. You were good at describing the qualities of your main character. To improve your writing, I suggest you include more details about the problems you came across when you left your dog alone. Also, the long sentences in the paragraph about the things you did with your dog during the summer were hard to follow. I recommend you reword these sentences. As you revise, I suggest you read your own writing aloud. This will help you find anything that does not make sense.</p>	
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Criteria from the Performance Definitions (Example expectations)	Language Forms & Conventions	is → was do did	your, my, his, hers better, best enjoy→enjoy <u>ed</u> because	really about dog <u>s</u> where	“Life with Summer” choose→chose also and so First/Second “She is my alarm clock”	Overall, To ..., Also, As you revise,
	Vocabulary Usage	beginning, middle, end favorite information humor	setting, characters enjoyed add tell me more	sentences looks like write more	suggestions several instead breed specific phrase	interesting qualities aloud recommend make sense
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: edit, revise, delete, paraphrase, reword, elaborate, details					
Example Context for Language Use: Students revise a personal narrative based on feedback received in peer and teacher writing conferences.						

Grade 3

Amplified Strand (continued)

Standard 2-Language of Language Arts

Connection		<p><i>Common Core Standards for Mathematics, Measurement and Data #5-6 (Grade 3):</i></p> <p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> • A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. • A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. <p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Area	Recognize simple oral suggestions to design models or floor plans using models and manipulatives (e.g., “Make a square like this.”)	Respond to simple oral suggestions to design models or floor plans using manipulatives and illustrations (e.g., “Make a 3 x 5 rectangle.”)	Follow simple oral suggestions to design models or floor plans using manipulatives and illustrations	Follow oral suggestions to design models or floor plans using manipulatives	Interpret oral suggestions with detailed specifications to design models or floor plans
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: square unit, unit square, length, width, area	Cognitive Function: Students at all levels of English language proficiency CREATE floor plans or models combining personal and suggested ideas				
	Example Context for Language Use: Students listen to ideas from peers to incorporate in collaboratively-created floor plans or models for a building.					
Level 6 – Reaching						

Connection		<i>National Science Education Standards B.3 Light, heat, electricity, and magnetism (Grades K-4):</i> Electricity in circuits can produce light, heat, sound, and magnetic effects. Electrical circuits require a complete loop through which an electrical current can pass.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Electricity	Select and name reasons for outcomes of experiments on electricity performed using visual representations of possible outcomes (e.g., “electricity goes”, “electricity stops”)	State reasons for outcomes of experiments on electricity performed using visual representations and sentence starters (e.g., “The bulb turned on because...”, “The balloons attracted/ repelled because...”)	Describe reasons for outcomes of experiments on electricity using visual representations and graphic organizers	Summarize reasons for outcomes of experiments on electricity using visual representations	Draw conclusions about experiments on electricity
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: static electricity, charge, attract, repel					
	Cognitive Function: Students at all levels of English language proficiency ANALYZE experimental observations.					
	Example Context for Language Use: Students discuss their observations and draw conclusions about the outcomes of electricity experiment in small groups.					
Level 6 – Reaching						

Connection		<p><i>New Mexico- Civics and Government III-A:</i> 1. Explain the basic structure and functions of local governments. 2. Describe and give examples of “public good.” 3. Explain how New Mexico helps to form a nation with other states.</p>				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Purposes, structures, and functions of government	Match labeled pictures of people participating in the government to visual representations of their functions (e.g. mayor to city government; governor to state government; president to national government) with a partner in L1 or L2	Pair labeled pictures of people participating in the governments and illustrated descriptions of their functions with a partner in L1 or L2	Connect labels of people participating in the government to short descriptions of their functions with a partner	Relate labeled pictures of people participating in the government to detailed descriptions of their functions with a partner	Associate labeled pictures of people participating in the government to detailed descriptions of their functions
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: court system, citizenship, Constitution, rights, rules	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the various functions of government				
		Example Context for Language Use: Students read expository texts about different ways people participate in local, state and national government and create visual references to represent them.				
Level 6 - Reaching						

Connection		<i>National Health Education Standards #1, Health Promotion and Disease Prevention (Grades K-4):</i> Students will comprehend concepts related to health promotion and disease prevention. Describe relationships between personal health behaviors and individual well being. Identify indicators of mental, emotional, social, and physical health during childhood. Describe the basic structure and functions of the human body systems. Describe how the family influences personal health. Describe how physical, social, and emotional environments influence personal health.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Healthy habits	Point to healthy options from simple visually-supported oral discourse following a model	Select healthy options from visually-supported oral discourse using graphic organizers	Rank healthy options from oral discourse using graphic organizers	Identify details related to healthy options from oral discourse using graphic organizers	Justify healthy options from extended oral discourse
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: consequences, healthy decisions, decision making, habits, self-control, stress, dental flossing, sun protection					
	Cognitive Function: Students at all levels of English language proficiency EVALUATE different habits to decide if they are healthy or not. Example Context for Language Use: Students listen to role plays (e.g., videos or performances) about healthy and unhealthy habits and identify good decisions.					
Level 6 – Reaching						

Connection		<p><i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1 (Grade 4):</i> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><i>Alaska Standards for Culturally-Responsive Schools, Cultural Standards for Students #C4, D3, E7, E8:</i> Enter into and function effectively in a variety of cultural settings; determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds</p>				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Cross-cultural communication	Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner	Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups	Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups	Paraphrase multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups	Summarize in detail multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cultural differences, point of view, respect, issues, personal experiences	Cognitive Function: Students at all levels of English language proficiency ANALYZE cultural perspectives.				
		Example Context for Language Use: Students participate in discussions around culturally-sensitive scenarios or real life situations (e.g., class meetings) in order gain cross-cultural perspectives.				
Level 6 - Reaching						

Connection		<i>Common Core State Reading Standards, Foundational Skills #4. (Grade 4):</i> Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.								
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging				
READING	Fluency strategies	Distinguish between fluent and non-fluent oral reading from visually-supported models or excerpts from familiar text (e.g., language experience stories)	Recognize fluency strategies (e.g., emphasis of key words and expressions) in oral reading of visually-supported text with a partner	Self-assess when oral reading visually supported text and identify fluency strategies with a partner	Discuss use of fluency strategies when orally reading visually-supported text with a partner	Explain how to apply fluency strategies, including how to self-correct, when reading orally with a partner				
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fluency strategy, self-assess, self-correct									
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND fluency strategies to gain comprehension of text.									
	Example Context for Language Use: Students exchange information from grade-level factual and fictional readings related to fluency strategies.									
Level 6 - Reaching										

Connection		<i>Common Core Standards for Mathematics, Geometry #1-2 (Grade 4):</i> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Lines & angles	Label lines and angles according to their properties using manipulatives and graphic support	Categorize lines and angles according to their properties using manipulatives and graphic support	Describe lines and angles according to their properties using manipulatives and graphic support	Compare and contrast lines or angles according to their properties using manipulatives and graphic support	Define lines and angles according to their properties (e.g., “My desk has four right angles on the top, which are 90 degrees. Each leg of the desk has two acute angles of 55 degrees each and two obtuse angles of 125 degrees each.”)
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: obtuse, acute, right angle; parallel and perpendicular lines, end points, rays, vertex, line segment, degrees, protractor	Cognitive Function: Students at all levels of English language proficiency ANALYZE lines and angles according to their properties.				
	Example Context for Language Use: Students write about the types and properties of lines and angles they find, measure, and classify in their school, home, or community.					
Level 6 - Reaching						

Connection		<i>National Science Education Standards, Earth and Space Science, D, Properties of Earth Materials:</i> Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use... Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time... The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.					
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Earth history/materials	Match the process or event with its effect on earth materials based on oral descriptions with a partner in L1 or L2 using photos or illustrations	Identify and sort the effect of processes or events on earth materials based on oral descriptions with a partner in L1 or L2 using photos, illustrations, or animations	Categorize the effects of processes or events on earth materials based on oral descriptions with a partner using photos, illustrations, or animations and graphic organizers	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or animations	Interpret the effects of processes or events on earth materials based on grade-level oral discourse	
	Cognitive Function: Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.						

	<p>Discourse Complexity</p>	<p>Did you see erosion in the video? (waits for students to respond) Yes? How did you know it was erosion? (Teacher paraphrases responses) Right. Erosion is when water-like in a storm (shows picture of a storm) or a tornado (shows picture of a tornado) removes earth materials (points to a poster showing different earth materials). Weathering also breaks rocks. We talked about weathering yesterday (points to an illustrated poster about weathering). But it is different. See? Weathering does not move the rocks; erosion does. Look at this graphic organizer. When I show you a picture, decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why. You can use English or your native language.</p>	<p>The video was about erosion (points to an illustrated definition of erosion.) This is when wind or water removes earth materials; see the picture? What other examples did you see? (Students provide examples like tornados or storms, and the teacher repeats each example while pointing at the corresponding picture.) Yesterday, we talked about weathering (points to an illustrated definition of weathering). Weathering breaks rocks like erosion. That's how they are the same. Weathering does not move materials; that's how weathering is different from erosion. Look at this graphic organizer. When I show you a picture, you need to decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why.</p>	<p>We watched a video about erosion. Erosion is when wind or water removes earth materials. What examples did you see in the video? (Students provide examples like tornados or storms and the teacher repeats each example while pointing at the corresponding pictures). Tornados, right. Storms, here is a picture of a storm. Weathering is different. It breaks rocks, but it does not move earth materials. Now, I will show you more pictures. Decide with your partner if the picture is an example of erosion (points to the word erosion) or weathering (points to the word weathering). You need to tell me why.</p>	<p>The video showed examples of erosion. Erosion happens when wind or water removes earth materials. What examples did you see in the video? (Students provide other examples like tornados, storms) Good. We also know what weathering is. It is similar to erosion because it breaks rocks. But it is different than erosion because it does not move any materials. Now, I am going to show you some pictures. You may work with a partner and tell me: is the picture an example of weathering or erosion? You will need to tell me why.</p>	<p>Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena- like wind, water, and what else? (Students provide other examples like tornados, storms, etc). Good. Now remember, weathering is a bit different, isn't it? Weathering is similar to erosion because it breaks up rocks, but weathering doesn't move any materials. Now, I am going to show you some pictures and I would like you to decide which ones are examples of weathering and which are examples of erosion. Be ready to tell me why you think they are examples of one or the other, okay? Remember to provide some evidence.</p>	
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Criteria from the Performance Definitions (Example expectations)	Language Forms & Conventions	<u>Erosion</u> /removes materials. <u>Weathering</u> /does not <u>move</u> materials.	Weathering is <u>the same as</u> erosion. Weathering is different than	It breaks rocks, <u>but</u> it does not move materials	Weathering is the <u>same because</u> it breaks up rocks	Weathering is <u>similar to</u> erosion <u>because</u> it breaks up rocks
	Vocabulary Usage	rocks move tornado storm	materials remove tornado storm	earth materials remove why/because	earth materials remove similar to/different than	earth materials evidence occurs similar to/different
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: weathering, erosion, volcanic eruption, landslide					
Example Context for Language Use: Students listen to their teacher talk about how the surface of the earth has changed while watching a demonstration or video (e.g., demonstrating processes of erosion or weathering).						

Grade 4

Amplified Strand (continued)

Standard 4-Language of Science

Connection		<i>New Mexico Social Studies Standards, Strand: Geography, Content Standard II-A, #1-3 (Grade 4):</i> Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps; translate geographic information into a variety of formats such as graphs, maps, diagrams and charts; draw conclusions and make generalizations from geographic information and inquiry.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Maps & globes/ Locations	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "North two [pause] east one.")	Identify routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "Free slaves went North.")	Identify routes on maps based on oral descriptions using illustrated word banks (e.g. "Florence Nightingale traveled southeast from London to Crimea.")	Record routes on maps based on multi-step oral directions using visual supports (e.g. "Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.")	Record routes on maps based on detailed multi-step oral descriptions (e.g., "The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?")
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, locator, map scale, equator, hemisphere, continent					
	Cognitive Function: Students at all levels of English language proficiency APPLY understanding of map concepts and skills.					
Example Context for Language Use: Students identify locations on a variety of maps (e.g., political maps, physical maps, time zone maps) by listening to a partner's descriptions.						
		Level 6 - Reaching				

Connection		<i>International Society for Technology in Education National Educational Technology Standards for Students, #4 (Technology Communication Tools): Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</i>				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Multimedia publishing	Label images/illustrations/icons that show the steps for creating a multimedia presentation using illustrated word banks	Describe the steps for creating a multimedia presentation using graphic organizers and illustrated word banks	Describe the process for creating a multimedia presentation using graphic organizers and word banks	Detail the process for creating a multimedia presentation using word banks	Produce a manual/brochure describing the process for creating a multimedia presentation
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides	Cognitive Function: Students at all levels of English language proficiency CREATE procedural directions.				
	Example Context for Language Use: Students create a manual/brochure for a specified audience describing the procedures for creating a multimedia presentation as part of a collaborative project.					
Level 6 - Reaching						

Connection		<i>Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4-5 (Grade 5):</i> 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; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.					
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
SPEAKING	Peer assessment of presentations	Share ratings of a peer's effectiveness in giving a presentation using simple illustrated sentence starters and a word bank	Tell about a peer's effectiveness in giving a presentation using more varied and complex illustrated sentence frames	Describe a peer's effectiveness in giving a presentation using templates	Elaborate on a peer's effectiveness in giving a presentation and suggest improvements using templates	Explain reasons for evaluation of a peer's presentation using templates	
	Cognitive Function: Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.						

Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	I can see your eyes. I can hear you. You talk fast. You have good visuals.	I can always see your eyes. You were easy to hear because you were loud. I liked your visuals. I liked the pictures best.	Good job on your presentation. I liked when you told us about koala bear habitats. You showed pictures that helped me understand. One thing you could improve is not reading your notes so much but your voice was clear.	Your presentation showed you understand the topic very well. Your map about different habitats was interesting. You spoke with a very clear voice but sometimes you spoke too fast. I suggest you focus on looking at each member of your audience because you looked down a lot.	Overall, I think your presentation was really strong. You were particularly good at highlighting unusual facts and details about animals and their habitats. To improve your presentation, I suggest slowing down a little and increasing your volume. At times, I missed part of the idea because you spoke too quickly or too softly. Next time, I recommend practicing in front of a mirror to get more comfortable giving a presentation.
	Language Forms & Conventions	you → your eyes visuals	Like → liked are → were because	I liked <u>when</u> (what/how/that) You <u>could</u> but	very well (not good) too	Overall, At times, Next time, really particularly quickly softly

	Vocabulary Usage	see hear talk fast/slow visuals	always/ sometimes/ never easy loud best	presentation improve voice clear	topic spoke suggest focus on member audience	highlighting recommend increasing volume	
		Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: eye contact, voice projection, pace, visual aid					
Example Context for Language Use: Students provide coaching or feedback to peers' presentations.							

Grade 5

Amplified Strand (continued)

Standard 1-Social & Instructional Language

		Connection					Common Core State Reading Standards for Literature & Informational Text, Key Ideas and Details #1 (Grade 5): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Explicit & inferential information	Identify character traits or emotions based on explicit information from text read aloud, prompted by visual cues, physical movement, and tone of voice	Identify details related to character traits based on information from text read aloud, prompted by visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Identify character traits based on explicit and inferential information from text read aloud using visual cues (e.g., “How did Sam feel when his brother won the award? How do you know?”)	Connect events to show character development over time based on explicit and inferential information from text read aloud using visual support (e.g., flow chart, timeline, story map)	Predict a character’s reaction to a hypothetical situation based on inferential information from text read aloud	Level 6 – Reaching	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: character traits, characterization, provide evidence, direct quotations, I infer that...	Cognitive Function: Students at all levels of English language proficiency ANALYZE information about characters in a text.						
	Example Context for Language Use: Students listen to a teacher read-aloud and discuss character traits gleaned from the text with a partner.							

Connection		Common Core State Standards for Mathematics, Geometry #1-2 (Grade 5): Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate); Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Coordinate plane	Ask and answer yes/no questions related to coordinate plane maps using teacher oral scaffolding and visual supports (e.g., "Is the house at (2,3)?")	Ask and answer simple wh- questions related to coordinate plane maps using sentence frames and visual supports (e.g., "Where is the school?")	Describe the relationship between two points on coordinate plane maps using a word bank and visual support (e.g., "The school is 4 blocks east of the library.")	Describe the relationships among multiple points on coordinate plane maps using visual support (e.g., "The new park will be one block from the school and 4 blocks from the bank. It will be located at (4,7).")	Explain how to plot points and navigate distances between locations on coordinate plane maps
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane					
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.					
Example Context for Language Use: Students give directions for navigating to and from locations on the map with a partner to practice referring to axes and coordinates.						
Level 6 – Reaching						

Connection		National Science Education Standards, Life Science, C, Reproduction and Heredity (Grades 5-8): Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually... Every organism requires a set of instructions for specifying its traits. Heredity is the passage of these instructions from one generation to another... The characteristics of an organism can be described in terms of a combination of traits. Some traits are inherited and others result from interactions with the environment.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Reproduction & heredity	Identify the main steps in the process of flowering plants' reproduction process from illustrated texts (media, posters) with a partner	Define the main steps in the process of flowering plants' reproduction process from illustrated texts (books, media, posters) using a graphic organizer with a partner	Describe the main steps in the process of flowering plants' reproduction from a variety of texts (illustrated books, media, posters) using a graphic organizer with a partner.	Explain the main steps in the process of flowering plants' reproduction from a variety of texts (books, media, encyclopedias) with a partner	Summarize the process of flowering plants' reproduction from a variety of texts(e.g., books, media, encyclopedia)
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: species, inherited traits	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND how flowering plants reproduce.				
	Example Context for Language Use: Students read a variety of informational to learn about how flowering plants reproduce to participate in a debate about the benefits and disadvantages of commercial pollination.					
Level 6 - Reaching						

Connection		<i>Minnesota: Social studies Standards I. U.S. History B. Pre-history through 1607 (Grade 5):</i> The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations. 2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Exploration	Represent personal view of impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks	State personal view of impacts of exploration using illustrated word banks	Describe personal view of impacts of exploration using graphic organizers	Explain personal view of impacts of exploration using graphic organizers and word banks	Critique impacts of exploration using graphic organizers (e.g., regarding global advancement and distribution of wealth)
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: colonization, explorers, discovery, conquest, push and pull factors					
	Cognitive Function: Students at all levels of English language proficiency EVALUATE information about exploration.					
		Example Context for Language Use: Students write about the impacts of exploration on both the old and new worlds (e.g., pretend you are an explorer writing a letter home or in your journal).				
Level 6 - Reaching						

<p>Connection</p>		<p><i>The National Standards for Arts Education #1, Singing, Alone and with Others, A Varied Repertoire of Music (Grades 5-8):</i> Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed. Students sing music written in two and three parts. Students who participate in a choral ensemble sing with expression</p>					
<p>Example Topic</p>		<p>Level 1 Entering</p>	<p>Level 2 Emerging</p>	<p>Level 3 Developing</p>	<p>Level 4 Expanding</p>	<p>Level 5 Bridging</p>	<p>Level 6 - Reaching</p>
<p>LISTENING</p>	<p>Breathing techniques</p>	<p>Follow breathing exercises from models and oral directions using visual support</p>	<p>Follow breathing exercises from simple oral directions using visual support</p>	<p>Complete breathing exercises from oral directions using visual support</p>	<p>Complete breathing exercises from oral descriptions using visual support</p>	<p>Perform breathing exercises from oral descriptions</p>	
	<p>Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: diaphragm, head voice, chest voice</p>	<p>Cognitive Function: Students at all levels of English language proficiency with UNDERSTAND breathing basics for singing.</p>					
	<p>Example Context for Language Use: Students listen and respond to teacher’s guidelines and advice on how to control their breathing while singing alone or with others.</p>						