

# 1. Listening

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic instruction, including multiple-meaning words and idioms, when supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, when supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or nonverbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
<b>Pronunciation and Intonation Patterns</b>				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and commands.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and commands.	4. Distinguish intonation patterns that affect meaning in less familiar questions, exclamations, commands and statements.	4. Distinguish intonation patterns that affect meaning in questions, exclamations, commands, and statements.	4. Distinguish intonation patterns and word stress that affect meaning in questions, exclamations, commands, and statements.

# 1. Listening

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Comprehension of Oral Instructions, Questions, and Prompts</b>				
5. Respond appropriately to classroom commands or instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal support.	5. Respond appropriately to multi-step instructions with minimal support to complete grade-level tasks.
6. Respond appropriately to short, simply-phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures, with occasional support.	6. Respond appropriately to lengthy questions that contain grade-level vocabulary and language structures, with minimal support.
<b>Comprehension of Information Presented Orally</b>				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
<b>Conversations and Discussions</b>				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions.	8. Demonstrate active listening strategies by attending to the speaker, summarizing main point, and responding appropriately to clarify and understand.

## 2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use basic, concrete, grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with repetition, visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with repetition, visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional visual and text support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with repetition, visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, with repetition, visual, non-verbal and text support.	3. Use expressive vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with repetition, visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

## 2. Speaking

Grade 4-5

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Grammar</b>					
4.	Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with support.	4. Use appropriate word order in simple statements and questions, with support.	4. Use appropriate word order in simple and compound statements and questions, with support.	4. Use appropriate word order in simple, compound, and complex statements and questions, with occasional support.	4. Use appropriate word order in conversations or presentations using simple to complex statements and questions, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use subject-verb agreement in simple and compound statements and questions, with support.	5. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	5. Use subject-verb agreement in conversations or presentations using simple to complex statements and questions with compound subjects and verbs, with minimal support.
6.	Use present tense of common verbs, with support.	6. Use past, present, and future verb tenses, with support.	6. Use past, present, future, and progressive verb tenses of regular and high-frequency irregular verbs, with support.	6. Use past, present, future, progressive, and conditional verb forms in conversations and presentations, with occasional support.	6. Use past, present, future, progressive, and conditional verb tenses in conversations and presentations, with minimal support.
7.	Use simple transitional words and phrases, with support.	7. Use grade-level transitional words and phrases to create a logical message, with support.	7. Use grade-level transitional words and phrases to create a cohesive and logical message, with support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use grade-level transitional words, phrases, and appositives to communicate cohesive and logical messages and presentations, with minimal support.
<b>Pronunciation, Intonation</b>					
8.	Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral language tasks and presentations, with occasional modeling and multimedia support.	8. Demonstrate appropriate volume, articulation, pronunciation, enunciation, intonation, pacing, timing, and stress on grade-level tasks and presentations, with minimal support.

## 2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Personal Information</b>				
9. Express personal/ autobiographical information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal/ autobiographical information and ideas using simple sentences, with support such as modeling, props, and visual cues.	9. Express personal/ autobiographical information and ideas, supported by sentence stems, sentence frames, props, and visual cues.	9. Express personal/ autobiographical information and ideas, including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, including stating a position and supporting it with reasons, with support of sentence stems, sentence frames, props, and visual cues.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as modeling, props, and visual cues.	11. Express needs and wants in sentences, including a reason, supported by sentence stems, sentence frames, props, and visual cues.	11. Express needs and wants in sentences, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons and using appropriate non-verbal techniques such as posture, eye contact, facial expressions, and gestures.

## 2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
12. Explain grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using simple sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using complex sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using complex sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using complex language structures, with minimal support.
14. Describe attributes of people, places, and things, using simple words, short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using complex sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things, using complex sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things, using simple to complex sentences, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with support.	15. Express predictions, probability, and future events using complex sentences, with occasional support.	15. Express predictions, probability, and future events using complex language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using complex language structures, including because and if/then statements, with support.	16. Express cause-effect relationships using complex sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using complex language structures, including because, so, and if/then statements, with minimal support.
17. Justify positions and persuades others to agree using simple words or phrases, with pictures or graphic organizers for support.	17. Justify positions and persuades others to agree using phrases and simple sentences, with support.	17. Justify positions and persuades others to agree using varied and complex sentences, with support.	17. Justify positions and persuades others to agree using details and rhetorical structures, with occasional support.	17. Justify positions and persuades others to agree using a variety of language and rhetorical structures, with minimal support.

## 2. Speaking

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Conversations and Discussions</b>				
18. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	18. Use verbal and non-verbal communication techniques, including volume and proximity, to participate in short paired or small-group discussions.	18. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, to participate in grade-level academic discourse and small-group discussions.	18. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	18. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
19. Ask modeled questions to gain basic information and clarify academic content.	19. Ask simple questions to gain basic information and clarify academic content.	19. Ask modeled complex questions to gain basic information and clarify academic content.	19. Ask complex questions to gain information and clarify academic content.	19. Ask a variety of questions to gain information, clarify academic content, and participate in discussions.

### 3. Reading

### Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Connect Written Text and Spoken Language</b>				
1. Identify letters and corresponding sounds, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including words with blends and long vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonetic skills to decode words and break words into familiar parts, with minimal support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Read basic high-frequency words, with support.	2. Read grade-level high-frequency words, with support.	2. Read grade-level high-frequency words in a sentence, with support.	2. Read grade-level high-frequency words in a sentence, with occasional support.	2. Read and comprehends grade-level high-frequency-words automatically, with minimal support.
<b>Vocabulary and Symbols</b>				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support.	3. Determine the meanings of grade-level vocabulary, including re-reading and using context clues, with support.	3. Determine the meaning of grade-level vocabulary by re-reading, using context clues, and using text features, with occasional support.	3. Develop and apply new vocabulary from a variety of texts using strategies, such as re-reading, context clues, text features and dictionaries, with minimal support.
4. Demonstrate knowledge of word relationships and categories by sorting vocabulary into sets and groups, with support.	4. Classify and categorize increasingly complex vocabulary into sets and groups, with support.	4. Identify and explain antonyms and synonyms, with support.	4. Identify and explain relationships between and among vocabulary, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including inflectional endings, contractions and compound words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root/base words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with occasional support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Demonstrate comprehension of homophones and multiple-meaning words, with support.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support.	6. Demonstrate comprehension of idioms, figurative language, and grade-level multiple-meaning words, with occasional support.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

### 3. Reading

### Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Comprehension of Informational and Literary Texts</b>				
7. Identify simple authentic text, including stories, menus, letters, articles, etc., with support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of text, with minimal support.
8. Identify important facts in simplified informational text, support.	8. Identify the topic and important facts in simplified informational text, with support.	8. Identify and explain the main idea and factual supporting details in modified informational text, with support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar narrative text, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar narrative text, including plot elements, with support.	9. Identify and explain relationships between and among characters, setting, and events of unfamiliar narrative text, with occasional support.	9. Identify and distinguish literary elements among narrative texts, with minimal support.
10. Identify important ideas in modified literary texts, with support.	10. Identify the main idea or message in modified literary text, with support.	10. Identify and explain main ideas and universal themes in modified literary text, with support.	10. Identify and explain universal themes across multiple literary texts, with occasional support.	10. Identify and explain universal themes across multiple literary texts, with minimal support.
11. Follow simple one-step written directions, with visual cues.	11. Follow written directions and prompts given one step at a time, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and prompts, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and procedures, with occasional support.	11. Follow written multi-step directions and procedures, with minimal support.

### 3. Reading

### Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Fluency</b>				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Imitate the use of end punctuation to convey meaning and expression, with support.	13. Use end punctuation to convey meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation cues to guide meaning and expression, including commas, and quotation marks, with occasional support.	13. Use punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases, with modeling.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech, with familiar text and modeling.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech with familiar text.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech.

### 3. Reading

### Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Strategies</b>				
15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering questions and asking questions and making comments about the text, with minimal support.
16. Demonstrate comprehension of simplified text about familiar content during reading by using non-verbal or simple verbal responses.	16. Demonstrate comprehension of simplified text during reading, including using modeled sentence frames or graphic organizers to periodically summarize.	16. Demonstrate comprehension of modified text during reading, including confirming and adjusting predictions, or asking and answering questions about the text, with support.	16. Demonstrate comprehension of grade-appropriate text during reading, including confirming or adjusting predictions, with occasional support.	16. Demonstrate comprehension of grade-appropriate text during reading, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meanings of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to modified text using non-verbal and simple verbal responses, with support.	19. After reading, respond to modified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

#### 4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Vocabulary</b>				
1. Use grade-level content nouns and subject pronouns by drawing and labeling, with support.	1. Use grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary, including possessive and demonstrative pronouns, in sentences, with support.	1. Use precise grade-level vocabulary, including relative pronouns, in paragraphs, with occasional support.	1. Use precise vocabulary, including abstract nouns, with minimal support.
2. Express action or state of being by drawing and labeling, with support.	2. Incorporate verbs and helping verbs to express action or state of being in phrases and sentence frames, with support.	2. Incorporate grade-level verbs and helping verbs in sentences, with support.	2. Incorporate a variety of grade-level verbs and helping verbs in paragraphs, with occasional support.	2. Incorporate a variety of vivid verbs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and grade-level adjectives in phrases and sentence frames, with support.	3. Use articles and grade-level adjectives and adverbs in sentences, with support.	3. Use articles and vivid grade-level adjectives and adverbs in paragraphs, with occasional support.	3. Use articles and vivid grade-level adjectives and adverbs, with minimal support.
4. Use basic words to indicate time, sequence, and location by drawing and labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use precise grade-level words to indicate direction, time, sequence, and location in paragraphs, with occasional support.	4. Use precise grade-level words to indicate direction, time, sequence, and location, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in sentence frames, with support.	5. Use idioms and multiple-meaning words in sentences to clarify, extend or elaborate on ideas, with support.	5. Use idioms, figurative expressions, and multiple-meaning words in paragraphs to clarify, extend or elaborate on ideas, with occasional support.	5. Use idioms and figurative language to clarify, extend or elaborate on ideas, with minimal support.

#### 4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Grammar</b>				
6. Use correct word order in modeled short phrases and highly patterned statements and questions, with support.	6. Use correct word order to form modeled simple statements and questions, with support.	6. Use correct word order in simple and compound statements and questions, with support.	6. Use correct word order in simple, compound, and complex sentences, with occasional support.	6. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements and questions, with support.	7. Use noun-pronoun agreement in simple and compound statements and questions, with support.	7. Use noun-pronoun agreement in simple, compound, and complex statements and questions, with occasional support.	7. Use noun-pronoun agreement when composing in a variety of modes, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support	8. Use subject-verb agreement in simple statements and questions, with support	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in simple, compound, and complex statements and questions, with occasional support.	8. Use subject-verb agreement when composing in a variety of modes, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support	9. Use past, present, future, and progressive verb tenses of common verbs in phrases and sentence frames.	9. Use past, present, future, and progressive verb tenses of regular and common irregular verbs in simple and compound statements and questions, with support.	9. Use past, present, future, progressive, and conditional verb forms of regular and irregular verbs in simple, compound, and complex statements and questions, with occasional support.	9. Use consistent and appropriate verb forms to compose a variety of texts using active and passive voices, with minimal support.
10. Use simple transitional words and phrases to compose highly patterned sentences and questions, with support.	10. Use simple transitional words and phrases to compose sentences and questions, with support.	10. Use grade-level transitional words and phrases to create a cohesive and logical message among sentences, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

## 4. Writing

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Writing Conventions</b>				
11. Use correct end punctuation, with support.	11. Use correct end punctuation and apostrophes, with support.	11. Use correct end punctuation, apostrophes, and commas, with support.	11. Use correct grade-level punctuation, including colons, underlining, and quotation marks, with occasional support.	11. Use correct grade-level punctuation consistently, with minimal support.
12. Use correct capitalization to begin sentences and names, with support.	12. Use correct capitalization to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use correct capitalization to begin sentences and identify proper nouns, with support.	12. Use correct capitalization in titles and direct quotations, with support.	12. Use correct grade-level capitalization consistently, with minimal support.
13. Spell high-frequency words and pattern words, with support.	13. Spell high-frequency words and grade-level content words, with support.	13. Spell high-frequency words, grade-level content words, and words with common affixes, with support.	13. Spell grade-level words, including multi-syllabic words with complex spelling patterns, with occasional support.	13. Apply conventional grade-level spelling, with minimal support.
<b>Personal Information</b>				
14. Express personal information with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and/or illustrations, with support.	14. Express personal information with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph addressing topic, audience, and purpose, with support.	14. Using the writing process, express personal information with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including topic with details, audience, and purpose, with support.	14. Using the writing process, express personal information with extensive command of grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with occasional support.	14. Using the writing process, express personal information, using comprehensive grade-level vocabulary and language structures, using organizational structures, including topic with details, audience, and purpose, with minimal support.
15. Express ideas, opinions and feelings with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns and/or illustrations, with support.	15. Express ideas, opinions and feelings with basic command of grade-level vocabulary and language structures, using simple sentences or a short paragraph, with support.	15. Using the writing process, express ideas, opinions and feelings with adequate command of grade-level vocabulary and language structures, in paragraphs or short essays, using organizational structures, including relevant reasons, with support.	15. Using the writing process, express ideas, opinions and feelings with extensive command of grade-level vocabulary and language structures, using organizational structures, including relevant reasons, with occasional support.	15. Using the writing process, express ideas, opinions and feelings, with comprehensive topical grade-level vocabulary and language structures, using organizational structures, including significant and relevant reasons to agree or disagree with an idea, with minimal support.

#### 4. Writing

#### Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<b>Academic Information</b>				
16. Explain grade-level academic procedures with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures with basic command of vocabulary and language structures, using simple sentences, with support.	16. Explain grade-level two-step academic procedures with adequate command of vocabulary and language structures, using simple and compound sentences, with support.	16. Explain grade-level multi-step academic procedures with extensive vocabulary and command of language structures, using complex sentences, with occasional support.	16. Explain grade-level multi-step academic procedures using comprehensive vocabulary and complex language structures, with minimal support.
17. Compose narrative text with limited command of vocabulary and language structures, using single words, short phrases, and/or illustrations, with support.	17. Compose narrative text with basic command of vocabulary and language structures, using simple sentences, with support.	17. Compose narrative text with adequate command of vocabulary and language structures, using details within simple and compound sentences, with support.	17. Compose narrative text with extensive vocabulary and command of language structures, using details within complex sentences, with occasional support.	17. Compose narrative text with comprehensive vocabulary and appropriate language structures, using details within complex language structures, with minimal support.
18. Report observations and describe attributes of people, places, and things with limited command of grade-level vocabulary and language structures, using adjectives in single words, short phrases, modeled sentence patterns, and illustrations, with support.	18. Report observations and describe, compare, and contrasts attributes of people, places, and things with basic command of grade-level vocabulary and language structures, using adjectives in phrases and signal words within simple sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with adequate command of grade-level vocabulary and language structures, using transition words and phrases, signal words, and details in sentences, with support.	18. Report observations and describe, compare, and contrasts attributes and characteristics of people, places, and things with extensive command of grade-level vocabulary and language structures, using transition words and phrases, signal words, sensory details, and images, with occasional support.	18. Report observations and describe, compare, and contrasts by using purposeful imagery, sensory details, active verbs, colorful adjectives, transition words and phrases, signal words, and comprehensive command of language structures, with minimal support.
19. Express predictions and future events with limited command of grade-level vocabulary and language structures, using single words, short phrases, modeled sentence patterns, and illustrations, with support.	19. Express predictions and future events with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	19. Express predictions, probability, and future events with adequate command of grade-level vocabulary and language structures, using appropriate verb forms, with support.	19. Express predictions, probability, and future events with extensive command of grade-level vocabulary and language structures, with occasional support.	19. Express predictions, probability, and future events using comprehensive grade-level vocabulary and language structures, with minimal support.

20. Express cause-effect relationships with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	20. Express cause-effect relationships with basic command of grade-level vocabulary and language structures, using signal words within simple sentences, with support.	20. Express cause-effect relationships with adequate command of grade-level vocabulary and language structures, using signal words, with support.	20. Express cause-effect relationships with extensive command of grade-level vocabulary and language structures, using signal words and phrases, with occasional support.	20. Express cause-effect relationships using comprehensive grade-level vocabulary and language structures, including appropriate signal words and phrases, with minimal support.
21. Summarize short passages of speech or text about familiar topics, with limited command of grade-level vocabulary and language structures, using single words, phrases, illustrations, and modeled sentence patterns, with support.	21. Summarize short passages of speech or text about familiar topics, with basic command of grade-level vocabulary and language structures, using phrases and simple sentences, with support.	21. Summarize or paraphrase speech or text about content-related topics, with adequate command of grade-level vocabulary and language structures, with support.	21. Summarize and paraphrase speech or text about content-related topics, with extensive command of grade-level vocabulary and language structures, with occasional support.	21. Summarize and paraphrase information from various sources about content-related topics, with comprehensive command of grade-level vocabulary and language structures, minimal support.