**Part I: Interacting in Meaningful Ways**

**Emerging**

1. **Exchanging information/ideas:** 
   - **Engaging in dialogue with others:**
     - **Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics** (L.1.5, L.1.6, L.5.1, L.5.2)

2. **Interacting via written English:** 
   - **Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia):** (W.5.6, L.1.3, L.1.6)

3. **Offering opinions:** 
   - **Offering and supporting opinions and negotiating with others in communicative exchange:** (L.5.1, L.5.2, L.5.3)

4. **Adapting language choices:** 
   - **Adapting language choices to various contexts (based on task, purpose, audience, and text type):** (W.5.4-5, L.5.1-5, L.1.3, L.1.6)

**Expanding**

1. **Collaborative (engagement in dialogue with others):** 
   - **Contribute to conversations and express ideas and asking yes/no and what-questions using short phrases:**
     - **Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information:**

2. **Collaborate with peers on joint writing projects of longer informational and literary texts:**
   - **Using technology where appropriate for publishing, graphics, etc.:**

3. **Negotiating with or persuade others in conversations using basic learned phrases (e.g., I think, as well as open an opinion to gain and/or hold the floor):**

4. **Adjust language choices according to purpose (e.g., persuading, entertaining, task (e.g., telling a story versus explaining a science experiment), and audience with moderate support):**

**Bridging**

1. **Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.:**

2. **Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate:**

3. **Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., agree with X, but, as well as open an opinion to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.):**

4. **Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That’s an interesting idea. However...), as well as open an opinion to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.:**

**Part II: Interpreting (comprehension and analysis of written and spoken texts)**

**Listening: activity:**

1. **Listen to, participate, and contribute in English in a range of social and academic contexts:** (L.5.1-3, L.5.3)

2. **Reading/viewing closely:**
   - **Reading closely and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language:** (L.5.1-7.9; L.5.1-7.9-10; L.5.2-3; L.5.3, L.5.6, L.5.7)

3. **Analyzing language choices:**
   - **Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, task, purpose, audience, and content area:** (L.5.4-5; L.5.6-7; L.5.3, L.5.6)

4. **Evaluating language choices:**
   - **Evaluating how well writers and speakers use language to support an idea (e.g., a specific vocabulary or phrasing used to provide evidence) with prompting and substantial support:**

5. **Describing the specific language:**
   - **Describing the specific language users or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support:**

6. **Distinguish how different words with similar meanings produce different effects on the audience:**
   - **Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience:**

7. **Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream sizzled through the parched land) produce shades of meaning and different effects on the audience:**

8. **Plan and deliver brief oral presentations on a variety of topics and content areas:**
   - **Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream sizzled through the parched land) produce shades of meaning and different effects on the audience:**

9. **Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, recounting an experience, explaining a science process) with moderate support:**

10. **Write longer and more detailed literary and informational texts (an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently:**

11. **Writing: activity:**
   - **Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology:** (W.5.1-10; L.1.3, L.3.6)

12. **Supporting opinions:**
   - **Supporting own opinions and evaluating others’ opinions in speaking and writing:** (W.5.4-9, L.5.4-6; L.5.6, L.5.7, L.5.8)

13. **Selecting language resources:**
   - **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)

14. **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)

15. **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)

16. **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)

17. **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)

18. **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)

19. **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)

20. **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas:** (W.5.4-5; L.5.4, L.5.6; L.5.3, L.5.6)
A. Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline.

- RL.5.5; RL.5.5; W.5.1.5; SL.5.4

1. Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.

2. Applying growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.

2. Using a variety of language resources

- RL.5.5; RL.5.5; W.5.1.1-4; SL.5.4; L.5.1,3

2. a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.

2. b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next; at the beginning) to comprehending texts and writing basic texts.

2. c) Expand ideas and provide more detail

- W.5.5; SL.5.6; L.5.1,3,6

2. d) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.

2. e) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result) to comprehending texts and writing texts with increasing cohesion.

B. Expanding & Enriching Ideas

3. Using verbs and verb phrases to create precision and clarity in different text types.

- W.5.5; SL.5.6; L.5.1,3,6

3. a) Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.

3. b) Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.

4. Using nouns and noun phrases to expand ideas and provide more detail.

- W.5.5; SL.5.6; L.5.1,3,6

4. a) Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

4. b) Expand noun phrases in a variety of ways (e.g., adding comparative or superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

5. Modifying to add details to provide more information and create precision.

- W.5.5; SL.5.4-6; L.5.1,3,6

5. a) Expand and enrich sentences with adverbs (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.

5. b) Expand and enrich sentences with adverbs (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a new activity or process.

C. Connecting and Condensing Ideas

6. Connecting ideas within sentences by combining clauses.

- W.5.1.3; SL.5.4; L.5.1; L.5.1,3,6

6. a) Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because Y) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).

6. b) Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn’t feeling well.), or to provide reasons to support ideas (e.g., X is an extremely good book because X.)

6. c) Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn’t feeling well.), or to provide reasons to support ideas (e.g., The author persuades the reader by X.)

7. Condensing ideas within sentences using a variety of language resources.

- W.5.1.3,5; SL.5.4; L.5.1,3,6

7. a) Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. ⇒ The book that is on the desk is mine.) to create concise and detailed sentences.

7. b) Condense clauses in a growing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. ⇒ The science book that’s on the desk is mine.) to create concise and detailed sentences.

7. c) Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crashed their enemies because they were strong. ⇒ Their strength helped them crush their numerous enemies.) to create concise and detailed sentences.

Part III: Learning About How English Works

EMERGING

EXPANDING

BRIDGING

1. Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

2. Applying increasing understanding of how ideas, events, or reasons are linked throughout a text using a variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.

Part III: Using Foundational Literacy Skills RF.K.1.1-4; RF.2-5.3.4 (as appropriate)

Foundational Literacy Skills: Literacy in an Alphabetic Writing System

- Print concepts
- Phonological awareness
- Phonics & word recognition
- Fluency

See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.
- Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
- Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).