

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Peer assessment**

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4–5 (Grade 5):* 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. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students collaborate in providing coaching or feedback to peers' on their oral presentations using class-created rubrics.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	State ratings of peers' presentations using simple illustrated sentence frames and word banks	Describe ratings of peers' presentations using illustrated sentence frames	Discuss ratings of peers' presentations and suggest improvements using sentence frames	Explain ratings of peers' presentations with evidence and suggest improvements using sentence frames	Justify ratings of peers' presentations with evidence and suggest improvements using rubrics	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: rubric, use of voice, pace, visual aids, message						

See expanded  
version of this strand  
on pp. 32–33

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text evidence

**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 CONTEXT FOR LANGUAGE USE:** Students participate in teacher-guided or media-based read-alouds and relate character traits quoted from the oral text with a partner.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE information about characters in oral text.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Identify character traits based on evidence from oral text, along with visual cues, physical movement, and tone of voice	Identify details related to character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Identify character traits based on evidence from oral text using visual and graphic support	Make predictions from character traits based on evidence from oral text using visual and graphic support	Infer character traits based on evidence from oral text	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: character traits, provide evidence, direct quotations						

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Coordinate plane**

**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... 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 CONTEXT FOR LANGUAGE USE:** Students practice referring to axes and coordinates in real-world situations with a partner.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Ask and answer yes/no questions related to coordinate planes using teacher modeling and visual support (e.g., “Is the house at (2,3)?” “Yes”)	Ask and answer simple Wh- questions related to coordinate planes using word banks and visual support (e.g., “Where is the school?” “It is at (5,7)”)	Describe the relationships among points on coordinate planes using word banks and visual support (e.g., “The new park will be one block from the school. It will be located at (4,7).”)	Describe real-world applications of plotting points and navigating distances between locations on coordinate planes using visual support	Explain real-world applications of plotting points and navigating distances between locations on coordinate planes	
<b>TOPIC-RELATED LANGUAGE:</b> 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, ordered pair						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Solar system

**CONNECTION:** *Next Generation Science Standards, May 2012 Draft, Stars and the Solar System a, c (Grade 5):* Obtain and communicate information about the sizes of stars, including the sun, and their distances from Earth to explain their apparent brightnesses. Use a model of a rotating, spherical Earth and the relative positions of the sun and moon to explain patterns in daily changes in length and direction of shadows, day and night, and the phases of the moon.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore a variety of informational texts and media to discover how Earth’s rotation around the sun affects shadows, day and night, and the phases of the moon and extract pertinent information to create a class book to share with first grade reading buddies who are also exploring day and night in science.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the effects of Earth’s rotation.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify words and phrases associated with Earth’s rotation from illustrated texts using manipulatives with a partner	Sort words and phrases associated with Earth’s rotation from illustrated texts (e.g., illustrated books, media, posters) using graphic organizers with a partner	Categorize sentences associated with Earth’s rotation from a variety of texts (e.g., books, media) using graphic organizers with a partner	Organize sentences associated with Earth’s rotation from a variety of texts (e.g., books, media, encyclopedias) with a partner	Order paragraphs associated with Earth’s rotation from a variety of texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: Earth’s rotation, phases of the moon						

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Exploration

**CONNECTION:** *National Standards for World History: Social Studies Standards 1A-C, (Grade 5):* Demonstrate understanding of the origins and consequences of European overseas expansion in the 15th and 16th centuries; Demonstrate understanding of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries; Demonstrate understanding of the consequences of the worldwide exchange of flora, fauna, and pathogens.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students examine 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) after participating in a large group activity to map the spread of plants, animals, diseases, and riches in the age of exploration.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE effects of exploration on history.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	List positive and negative impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks in L1 or L2	State positive and negative impacts of exploration using illustrated word banks in L1 or L2	Describe and give examples of positive and negative impacts of exploration using graphic organizers and word banks	Explain and give specific examples of positive and negative impacts of exploration using graphic organizers	Critique impacts of exploration and give detailed examples (e.g., new discoveries v. loss of native culture, freedom, life)	
<b>TOPIC-RELATED LANGUAGE:</b> : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: colonization, explorers/ exploration, discover/discovery, conquerer/conquest						

## COMPLEMENTARY STRAND: The Language of Music & Performing Arts

EXAMPLE TOPIC: Song lyrics

**CONNECTION:** *The National Standards for Arts Education #1, Understanding the Relationship Between Music, the Other Arts, and other Disciplines Outside the Arts #8 (Grades 5–8):* Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music...).

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students in preparing to create their own song lyrics, examine composers’ writing styles and how they fit with their music.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY reading comprehension strategies to understanding lyrics.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Distinguish among features (e.g., chorus, verses) to determine gist of songs’ message using graphic organizers	Identify repetitive words or phrases to determine gist of songs’ message using graphic organizers	Identify key words or phrases to determine songs’ message using graphic organizers	Identify expressive words and phrases that reflect lyrical choices to determine songs’ message using graphic organizers	Interpret lyrical choices to determine songs’ message (e.g., alliteration, rhyme)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: repeated verses, chorus, song lyrics						