

Santee School District
Report Card Addendum for English Language Development
5th Grade – Bridging



Student:
ELD Assessment Level:

School:
EL Start Date:

Assess by Trimester Only. Indicate with a plus or minus that satisfactory progress for each standard.

ELD Standards	T1	T2	T3
<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>			
<p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>			
<p>3. Offering opinions 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 responses, in order to gain and/or hold the floor, provide counter- arguments, elaborate on an idea, etc.</p>			
<p>4. Adapting language choices Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</p>			
<p>5. Listening actively Demonstrate active listening of read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>			
<p>6. Reading/viewing closely</p> <p>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>			
<p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.</p>			
<p>8. Analyzing language choices Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.</p>			
<p>9. Presenting 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, reciting a poem, recounting an experience, explaining a science process) with light support.</p>			

ELD Standards	T1	T2	T3
<p>10. Writing</p> <p>a) Write longer and more detailed literary and informational texts (e.g., 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 independently using appropriate text organization and growing understanding of register.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>			
<p>11. Supporting opinions</p> <p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion . . .).</p>			
<p>12. Selecting language resources</p> <p>a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly.).</p>			
<p>ELD Grading for Report Card (Total number of +) 10-12 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</p>			