

**Santee School District**  
**Report Card Addendum for English Language Development**  
**5<sup>th</sup> Grade – Expanding**



**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><b>1. Exchanging information and ideas</b>            Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>			
<p><b>2. Interacting via written English</b>            Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>			
<p><b>3. Offering opinions</b>            Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</p>			
<p><b>4. Adapting language choices</b>            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.</p>			
<p><b>5. Listening actively</b>            Demonstrate active listening of read- alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p>			
<p><b>6. Reading/viewing closely</b></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 moderate 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><b>7. Evaluating language choices</b>            Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.</p>			
<p><b>8. Analyzing language choices</b>            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.</p>			
<p><b>9. Presenting</b>            Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support.</p>			

ELD Standards	T1	T2	T3
<p><b>10. Writing</b></p> <p>a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>			
<p><b>11. Supporting opinions</b></p> <p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).</p>			
<p><b>12. Selecting language resources</b></p> <p>a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy.).</p>			
<p><b>ELD Grading for Report Card (Total number of +)</b>  <b>10-12 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</b></p>			