ESL Grade 4

Listening:	
1.	Shows an understanding of everyday vocabulary in social and classroom settings, including general language functions, comparatives and superlatives, action verbs, detailed descriptions, and general directions
2.	Demonstrates a strong understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, therefore, so, consequently, and thus).
3.	Can respond to literal or inferential oral comprehension questions referencing a topic, article, or story that they don't have in front of them
4.	Identifies the characters, theme, sequence of events, and multiple details of a grade-level narrative that is only heard
5.	Can appreciate grade-level short poems, short fictional narratives, and other class-based texts that they hear
Speaking Accuracy:	
1.	Pronounces given words for grade level in a classroom and social setting with almost no Chinglish influence
2.	Uses generally correct intonation and phrasing of questions when discussing a grade-appropriate topic. (independently speaks complete sentences with normal intonation/phrasing with teacher correction, can ask questions using correctly placed "wh" words, with little teacher correction)
3.	Uses English in social and classroom settings with growing accuracy
4.	Uses generally accepted grammar and established rules for conversation when speaking (past, present, future simple tenses; present continuous tense; prepositions and preposition phrases; possessives)
Speaking Efficiency:	
1.	Uses oral language to communicate needs and ask permission involving more detailed explanation and descriptions
2.	Uses English in social and classroom settings with good efficiency
3.	Asks and responds to questions intended to provide information on a grade-level topic (purpose and function of objects in environment, can respond with more detailed personal information, can clarify most instructions, can express personal preferences and reasons why)
4.	Uses multiple phrases or sentences to communicate information and express opinions about a grade-appropriate topic
Reading Fluency:	
1.	Decoding skills have developed to a level where fluency is not severely limited
2.	Reads aloud short passages from regular grade-appropriate content with correct intonation, at a rate of 123 words per minute
3.	Expressively reads aloud a text and can begin to develop characters
Reading Comprehension:	
1.	Vocabulary base has grown to include grade-level words
2.	Identifies antonyms and synonyms of grade-level words
3.	Determines word meaning within context (compound words understood from individual known words, contractions, grade level homographs and homophones, some common idioms)
4.	Determines the answer to a literal question regarding the meaning from a passage written with words from grade-appropriate vocabulary words
5.	Can determine the answer to a simple inferential question regarding a passage written with words from grade-appropriate vocabulary
6.	Demonstrates an understanding of prefix "mis," suffixes "-er," "- or,"and some roots
7.	Can identify most main events in a story and can put them in sequence
8.	Can identify the main idea or main topic when it is explicitly stated and sometimes even when it's not
9.	Begins to independently use reading strategies from previous grades and facts and opinions to help understand literary elements
10.	Determines the antecedent reference of a personal pronoun, noun, and noun phrase
Writing:	
1.	Writes the correct form of grade-level regular and irregular verbs
2.	Can write the correct form of grade-level regular and irregular verbs in statements, interrogatives, and negatives
3.	Writes grade-level common verbs/preposition phrases
4.	Writes correct form of grade-level irregular count plural nouns
5.	Writes correct subject-verb agreement with count nouns both with and without intervening words
6.	Uses the indefinite articles 'a' and 'an' correctly with count nouns, begins to use article 'the' in more complex situations
7.	Uses the correct number and case of personal pronouns (i.e., subject, object; first, second, and third person) not in compounds and appositives
8.	Can write possessive pronouns appropriately (e.g., my, your, our, his, her, its, their, mine, yours, ours, his, hers, theirs)
9.	Uses punctuation and capitalization with a consistent level of accuracy
10.	Uses quotation marks in direct speech
11.	Edits writing errors based on mechanics and grammar learned up to now
12.	Writes complete grammatical sentences with more detail (SVO, S + linking verb + noun/adjective)
13.	Developing the use of transitional phrases – far from, after that, on top of, therefor, on the other hand, etc
14.	Uses compound sentences with some support
15.	Begins to use coordinating and subordinating conjunctions, including comma usage, and commas with clause inversion

16. Begins to use complex sentences
17. Develops the structural skills of the writing process based on structure points taught in grade-level writing genres
18. Uses neat and properly spaced writing to present readable written passages.
Written Communication:
1. Develops skill in making effective word choices. Words are not all ordinary, but add color or variety. Adjectives, adverbs, strong verbs and/or figures of speech add detail and interest while supporting the meaning. Words are understandable and help the reader to make sense of the ideas.
2. Develops skill in expressing their own voice to connect with the reader. At this level, it is shown through an interest in the topic and, when relevant, a personal point of view. Where the genre allows, the style of writing in at least one sentence has energy that engages the reader. The writing may begin to sound like the personality of the author.
3. Develops skill in writing fluent sentences. Sentences are understandable on the first reading. Author uses a variety of sentence structures and/or lengths. They use conjunctions to make effective sentences (compound and/or complex). There is flow between the sentences because of transitions between ideas. Mother-tongue expressions are less common.
4. Develops skill in having engaging ideas. Author addresses the assignment given. Overall topic is clear and focused. Supporting details are relevant and clear. The reader is not left with unanswered questions.