ESL Grade 5

Listening:
1. Shows a more in-depth understanding of everyday vocabulary in social and classroom settings (classroom objects, understands social language functions, responds to more detailed verbal descriptions and directions)
2. Responds to literal or inferential oral questions from teachers and others (answers literal or inferential oral comprehension questions, understands simple inference questions pertaining to a short narrative passage, understands an inference question about a character's feelings)
3. Identifies the characters, theme, key plot points, and sequence of events of a longer grade-level passage that they have heard
4. Demonstrates an understanding of various grade-level content that they hear and figurative language (poetry, fictional narratives, simple metaphors, personification)
Speaking Accuracy:
1. Uses multiple sentences and generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency (spoken pronunciation is clear; places a stress in a sentence effectively)
2. Uses mostly accurate grammar when speaking, expressing opinions, and answering questions (conversation skills include comparatives and superlatives, good variety of action verbs, compound sentences, multiple simple tenses with present and past continuous and the simple perfect tenses, basic modals, accurate negatives, prepositions of time, place, position, multiple language functions, preferences and opinions with reasoning, comparisons)
Speaking Efficiency:
1. Can communicate effectively even when topic is unfamiliar
2. Both asks and responds to questions on a variety of topics
Reading Fluency:
1. Decoding skills are mature enough that fluency isn't limited
2. Reads aloud grade-level passages at a rate of 132 words per minute (139 at the end of G6)
3. Expressively reads aloud with better developed characters and some atmosphere
Reading Comprehension:
1. Vocabulary base has grown to include grade-level words
2. Identifies antonyms and synonyms at this grade level
3. Can apply the meaning of common affixes and root words (can begin to infer the meaning of a word from prefixes and affixes, adverbs with "-ly" from adjectives,)
4. Determines word meanings within context (homographs, homophones, idioms, compound words, contractions, etc) even to the degree that content above grade level can begin to be grasped
5. Determines the answer to a more complex literal question and can independently answer an inferential question
6. Determines the antecedent of a personal pronoun, noun phrase, and relative pronoun
7. Identifies sequences of events and processes as well as organizational patterns (description, definition, summary, comparison and contrast, persuasion) in a reading selection
8. Identifies the main idea or main topic when it is explicitly or not explicitly stated in a reading passage
9. Can efficiently summarize a short story and identify the best summary of an informative reading selection with important details
10. Uses reading strategies in short comprehension passages
11. Grasps the elements common to specific text structures: expository, narrative, persuasive, and descriptive
12. Uses context clues to learn about characters in a story (can identify main characters, can infer character's feelings about themselves or about surroundings and how that changes through a story, can identify what a character's problem is and how they attempt to solve it)
13. Understands literary elements (plot, character, setting, point of view, flashback, resolution, and theme)
14. Understands information in graphic material (e.g., graphs, maps, charts, and diagrams)
Writing:
1. The student will develop the structural skills of the writing process (including handwriting, paragraph formation and indenting)
2. Writes and uses correct forms of verbs (both regular and irregular verbs, phrasal verbs, modals, gerunds and infinitives)
3. Uses correct form of subject-verb agreement (in present simple, present and past continuous, and the present perfect, with count and non-count nouns, and even with intervening words)
4. Writes and uses nouns correctly (as subjects and objects, as objects of prepositions, in the possessive, and spells irregular plurals well)
5. Uses articles correctly in writing (not only "a/an" distinctions, but also the usage of "the" at a fundamental level)
6. Uses pronouns in writing (subject, object, possessive, demonstrative "these/those", interrogative "who/what/where/why/when/how/whose", and some indefinite pronouns "all, another, any, anybody, anyone, anything, both, each, either, everybody everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something")
7. Uses adjectives mostly correctly (comparative, superlative, possessive and reflexive "my, mine, your, yours, myself, etc")
8. Uses adverbs and adverb phrases mostly correctly
9. Uses quotations appropriately in writing (can discern and use direct and indirect speech)
10. Uses common coordinating and subordinating conjunctions and relevant commas with confidence, as well as the following

correctly (both …and, either…or, not only…but also)
11. Uses phonetic strategies to spell words correctly (foundational words and words that are new and unfamiliar, words that are irregular in pronunciation can be attempted, some words that are foreign to English rules “bouquet”, recognition of spelling and pronunciation changes with suffixing – act+ion = action)
12. Uses punctuation, capitalization, contractions, and abbreviation correctly in writing
13. Edits writing errors based on mechanics and grammar learned up to now
14. Writes sentences correctly (S-V-O, S-Linking verb-ADJ/Noun, compound sentences, avoids double negatives, modals in statements and negations)
15. Is developing the ability to write complex sentences.
16. Understands different types of writing organization with transitional phrasing (chronological sequence, spatial order, narrative voice, persuasion, topic sentences and details, suitable paragraph breaks, avoids redundancy)
17. 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 are interesting and lively. Adjectives, adverbs, strong verbs, precise nouns, effective transitions and/or figures of speech support the meaning. These elements are represented with good variety. 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, originality and/or creativity that will engage 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. They are smooth when read aloud. Author uses a variety of sentence structures and/or lengths. They use varied 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. At least one supporting idea is strong and/or interesting. The reader is not left with unanswered questions.