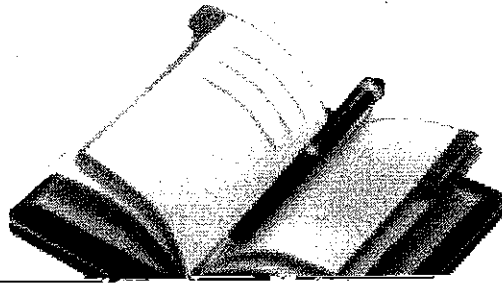


**English Language Development Standards  
Grades 3-5**



| Fully Advanced   | Advanced  |
|--|---|
| <p>Understood when speaking, consistent standard grammatical forms, intonation, pitch, and stress, but may have errors.</p>  | <p>Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.</p> |
| <p>Answer instructional questions with more extensive detail (e.g., "What was the most important part of the story?").</p>   |   |
| <p>Participate and initiate extended social interactions with peers and unfamiliar topics by asking questions and answering questions, restating and summarizing information. Provides greater detail about characters, setting, and plot.</p> | <p>Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.</p>      |
| <p>Listen attentively to more stories/information on a variety of topics. Identify the main points and supporting details.</p>   | <p>Listen attentively to stories and subject area topics, and identify the main points and supporting details.</p>          |
| <p>Organize the main ideas and supporting details of common topics.</p>  |   |

**Advanced**

consistently use appropriate forms of speaking and writing that vary based on purpose, audience, and subject matter.

illustrate understanding of rhetorical expressions by analyzing and using such expressions appropriately ("It's pouring outside:").

analyze the main ideas, points of view, and fact/fiction in news and print media.

**Advanced**

Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

Development

Early Advanced

Advanced

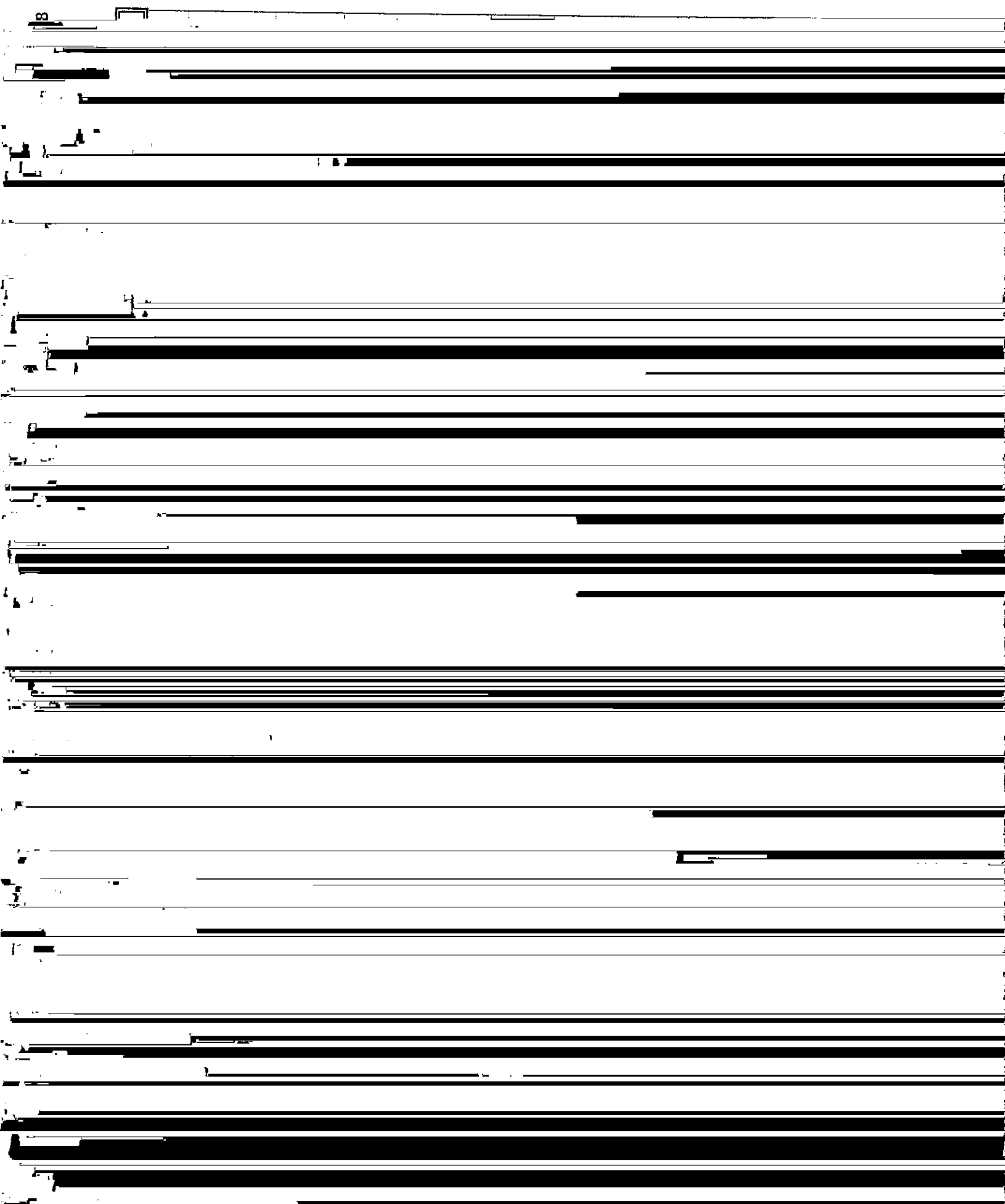
|   |   |
|---|---|
|   |   |
|   |   |
|   |   |
|   |   |
| Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.       | Read narrative and expository text aloud with appropriate pacing, intonation, and expression. |
| Recognize sentences out of context.   |   |
|   |   |
| Knowledge of English phonemes, phonics, and ability to decode and interpret meaning of unfamiliar words in written texts. |   |



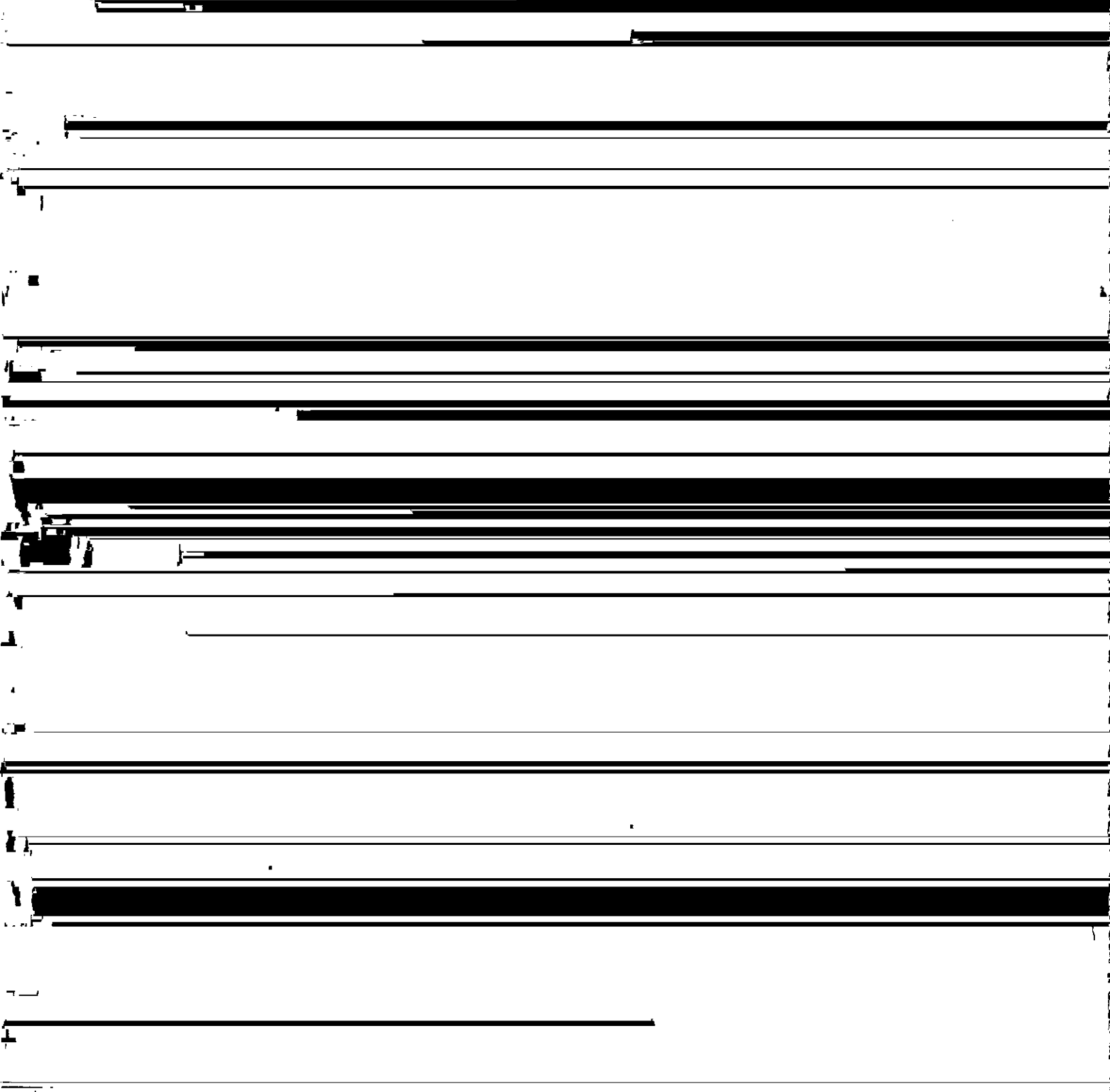
| Advanced                      |  |
|-------------------------------|--|
| ed                            |  |
| to<br>tis                     |  |
|                               |  |
|                               |  |
| ed<br>xt.                     | Describe main ideas and supporting details, including supporting evidence.   |
| unction<br>format,<br>series, | Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate & draw information from text. |
|                               |  |







the  
ess.



|   |
|---|
| <b>Advanced</b>   |
| writing that demonstrates a command of conventions of standard    |
| English for punctuation, capitalization, and spelling.            |
| complete sentences and word order.                                |
| Identify parts of speech, and use correct subject/verb agreement. |
|   |
|   |



alysis

| Early Advanced   | Advanced  |
|--|---|
|  |   |
|  |   |
|  | Describe the major characteristics of poetry, drama, fiction and non-fiction. |
|  |   |
| Identify the motives of characters in a work of fiction.                                   | Compare and contrast the motives of characters in a work of fiction.          |
| Read and orally identify the main problem of a plot and how it is resolved in a selection. |   |
|  |   |
| Identify and describe figurative language (e.g., similes, metaphors and personification).  |   |
| Read and orally identify metaphors and similes in a selection.                             |   |

| Advanced  | Advanced   |
|---|--|
| Describe explicitly in a text.  | Recognize and describe themes stated directly or implied in literary texts.                      |
| Identify literary symbols and motifs.                                   |  |
| Identify the narrator in a text.  |  |
| Identify the point of view (first person, second person, third person). |  |
|   | Identify and evaluate the author's use of various techniques to influence readers' perspectives. |