Grades 4–5 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell/describe a few key details from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • determine the main idea or theme • retell/describe a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • determine the main idea or theme • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations
4-5.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond verbally and nonverbally to simple questions and some wh-questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond to simple questions and wh- questions • present information and ideas about familiar topics and texts	with guidance and supports, • participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary • respond to others' comments • add some comments of his or her own • ask and answer questions to gain information or clarify understanding about familiar topics and texts	• participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts	• participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts

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4-5.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to. about familiar texts, topics, events, or objects in the environment	with prompting and supports, • deliver short oral presentations • compose written texts with drawings or illustrations • use academic and domain specific vocabulary about familiar texts, topics, and experiences	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary including a key details about familiar texts, topics, and experiences	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and experiences	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narrative or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, and topics
4-5.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • express an opinion about a familiar topic or event • give a reason to support the opinion • use academic and domain specific vocabulary	with guidance and supports, • express an opinion about familiar topics, texts or events • introduce the topic • provide a few reasons or facts to support the opinion • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide several reasons or facts to support the opinion • provide a concluding statement • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide logically ordered reasons or facts to support the opinion • provide a concluding statement or section • use academic and domain specific vocabulary

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4-5.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from a few provided sources • label some key information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • record some information	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from print and digital sources • identify and record key information in orderly notes • present findings in an oral or written text to a peer or small group	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • provide a list of sources	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in detailed and orderly notes, with graphics, as appropriate to support the analysis and reflection of the topic • present findings in an organized oral or written text • provide a list of sources
4-5.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, • identify a point an author or speaker makes	with prompting and supports, • identify a point an author or speaker makes • identify a reason an author or speaker gives to support a main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • describe how reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points

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4-5.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use language for social and academic purposes • use some words learned through conversations, reading, and being read to	with guidance and supports, • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text	• adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases in speech and writing	• adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing
4-5.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of some frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes, • determine the meaning of general academic and content-specific words, phrases • determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes and suffixes), • determine the meaning of academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events

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4-5.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next, because, and, also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while, for example, in order to, as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section
4-5.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use familiar prepositional phrases • produce and expand simple and compound sentences • recognize fragments • use frequently occurring modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences • recognize fragments and run-ons • use conventional patterns to order adjectives • use modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • (at Grade 5) use the progressive and perfect verb tenses • use verb tense to convey time, sequence, state, or condition • recognize and correct fragments and run-on sentences • use conventional patterns to order adjectives • use modal auxiliaries • produce and expand simple, compound, and complex sentences