

## Grade Band 4–5 PLDs by Domain

<b>Listening</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short conversational exchanges on familiar topics to actively listen to others and respond to simple questions and some wh-questions</li> <li>• (1) use a very limited set of strategies to identify a few key words and phrases from read-alouds &amp; oral presentations</li> <li>• (6) identify a point a speaker makes</li> <li>• (5) gather information from a few provided sources and label collected information</li> <li>• (8) relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words; simple phrases; and formulaic expressions about</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short conversational exchanges on familiar topics and texts to actively listen to others and respond to simple questions and wh-questions</li> <li>• (1) use an emerging set of strategies to identify the main topic and retell a few key details in read-alouds &amp; oral presentations</li> <li>• (6) identify the main argument a speaker makes and agree/disagree with speaker</li> <li>• (5) gather information from provided sources and record some info</li> <li>• (8) using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of some frequently</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in conversations and discussions on familiar topics, texts and issues to respond to others' comments &amp; add some comments of own</li> <li>• (2) answer questions</li> <li>• (1) use a developing set of strategies to determine the main idea or theme in oral presentations and retell a few details; retell familiar stories from read-alouds &amp; oral presentations</li> <li>• (6) tell how one or two reasons support the specific points an author/speaker makes or fails to make</li> <li>• (5) gather information from print and digital sources to answer a question and identify key info in orderly notes</li> <li>• (8) using context, some visual aids, reference materials, and a</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in conversations and discussions on a range of topics, texts, and issues to express own ideas and answer relevant questions</li> <li>• (1) use an increasing range of strategies to determine the main idea or theme and explain how some details support the main idea or theme; summarize part of a text from read-alouds &amp; oral presentations</li> <li>• (6) describe how reasons support the specific points an author/speaker makes or fails to make</li> <li>• (5) gather information from print and digital sources to answer a question and record info in organized notes with appropriate graphics</li> <li>• (8) using context, reference materials, and</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in extended conversations and discussions on a range of substantive topics, texts, and issues to respond to relevant questions and summarize key ideas</li> <li>• (1) use a wide range of strategies to determine two or more main ideas or themes in presentations and explain how key details support the main ideas or themes; summarize a text from read-alouds &amp; oral presentations</li> <li>• (6) explain how an author/speaker uses reasons/evidence to support particular points and (at Grade 5) identify which reasons/evidence support which points</li> <li>• (5) gather information from print and digital sources to answer a question and summarize</li> </ul>

familiar topics, experiences, or events	occurring words, phrases, and expressions about familiar topics, experiences, or events	developing knowledge of English morphology, determine the meaning of frequently occurring words and phrases and determine the meaning of some idiomatic expressions about familiar topics, experiences, or events	an increasing knowledge of morphology, determine the meaning of general academic and content-specific words and phrases, and determine the meaning of a growing number of idiomatic expressions about a variety of topics, experiences, or events	key ideas & info in organized notes with appropriate graphics <ul style="list-style-type: none"> <li>(8) using context, reference materials and knowledge of morphology; determine the meaning of general academic and content-specific words and phrases; and determine the meaning of figurative language (e.g., metaphor, simile, adages &amp; proverbs) about a variety of topics, experiences, or events</li> </ul>
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<b>Reading</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in written exchanges on familiar topics, experiences and texts to present simple information and respond to simple questions and some wh-questions</li> <li>(1) with a limited set of strategies, identify a few key words and phrases from simple written texts</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in short written exchanges on familiar topics, experiences, and texts to present information and ideas and respond to simple questions and wh-questions</li> <li>(1) with emerging strategies, identify the main topic and retell a few key details from simple written texts</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in short written exchanges on familiar topics, experiences, and texts to respond to others' comments and answer questions about familiar topics and texts</li> <li>(1) with a developing set of strategies, identify main idea or theme, retell a few key details, and retell familiar stories/texts</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in conversations, discussions and written exchanges about a variety of topics, experiences, and texts to answer relevant questions about a variety of topics and texts</li> <li>(1) with an increasing range of strategies, determine the main idea or theme and</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in written exchanges about a variety of topics, experiences, and texts to respond to relevant questions; add relevant and detailed information using evidence; summarize the key ideas</li> <li>(1) with a wide range of strategies, determine two or more main ideas or themes and explain</li> </ul>

<ul style="list-style-type: none"> <li>• (6) identify a point an author makes</li> <li>• (5) gather information from a few provided sources and label collected information</li> <li>• (8) use context, visual aids and knowledge of morphology in native language to recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple written texts</li> </ul>	<ul style="list-style-type: none"> <li>• (6) identify a reason an author gives to support a main point and agree/disagree with the author</li> <li>• (5) gather information from provided sources and record some info</li> <li>• (8) using context, some visual aids, reference materials, and knowledge of morphology in his or her native language to determine the meaning of some frequently occurring words, phrases, and expressions in simple written texts</li> </ul>	<ul style="list-style-type: none"> <li>• (6) tell how one or two reasons support the specific points an author makes or fails to make</li> <li>• (5) gather information from print and digital sources to answer a question and identify key info in orderly notes</li> <li>• (8) using context, visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of frequently occurring words and phrases and determine the meanings of some idiomatic expressions in texts</li> </ul>	<p>explain how some key details support the main idea or theme; summarize part of a text from written texts</p> <ul style="list-style-type: none"> <li>• (6) describe how reasons support the specific points an author makes or fails to make</li> <li>• (5) gather information from print and digital sources to answer a question and record information in organized notes, with charts, tables &amp; graphics</li> <li>• (8) using context, reference materials, and an increasing knowledge of morphology, determine the meaning of general academic and content-specific words and determine the meaning of a growing number of idiomatic expressions in texts</li> </ul>	<p>how key details support the main ideas or themes; summarize a text from written texts</p> <ul style="list-style-type: none"> <li>• (6) explain how an author uses reasons and evidence to support or fail to support particular points and (at Grade 5), identify which reasons and evidence support which points</li> <li>• (5) gather information from print and digital sources and summarize key ideas/information in detailed and orderly notes</li> <li>• (8) using context, reference materials, and knowledge of morphology; determine the meaning of general academic and content-specific words; determine the meaning of figurative language in texts</li> </ul>
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<b>Writing</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short written exchanges on familiar topics, texts, and experiences or</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short written exchange on familiar topics, texts, experiences; recount a</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short written exchanges on familiar topics, texts, and experiences,</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in written exchanges about a variety of texts, topics, and experiences, adding</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in extended written exchanges of information and express</li> </ul>

<p>objects; respond to simple questions and some wh-questions</p> <ul style="list-style-type: none"> <li>• (4) express an opinion about familiar topic</li> <li>• (5) gather information from a few provided sources and label some key info</li> <li>• (6) identify a point that an author/speaker makes</li> <li>• (9) with support, use syntactically simple sentences with limited control using a narrow range of vocabulary (10) including a small number of frequently occurring nouns and verbs</li> </ul>	<p>simple sequence of events; respond to simple questions and wh-questions</p> <ul style="list-style-type: none"> <li>• (4) construct a simple claim about a familiar topic with a reason to support the claim</li> <li>• (5) gather information from provided sources and record some information</li> <li>• (6) identify a reason an author/speaker gives to support a main point and agree/disagree with author/speaker</li> <li>• (10) with support, produce simple sentences using frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions, (9) including frequently occurring linking words with emerging control, while adapting language choices to task and audience</li> </ul>	<p>include a few details and/or 1-2 facts and concluding statement; (9) recount a short sequence of events; answers questions about familiar topics and texts</p> <ul style="list-style-type: none"> <li>• (4) construct a claim about familiar topics, introduce topic &amp; provide a few reasons of support</li> <li>• (5) gather information from print and digital sources to answer question; identify key information in orderly notes</li> <li>• (6) tell how 1-2 reasons support the specific points an author/speaker makes or fails to make</li> <li>• (10) with support, produce and expand simple and compound sentences using an increasing number of general academic and content-specific words and using temporal and linking words, adapting language choices to purpose, task, and audience</li> </ul>	<p>relevant details and evidence, transitions and a conclusion; (9) recount a more detailed sequence of events</p> <ul style="list-style-type: none"> <li>• (4) construct a claim about a variety of topics, providing several reasons of support, include an introduction and concluding statement</li> <li>• (5) gather information from print and digital sources to answer a question; record info in organizer; list sources</li> <li>• (6) describe how reasons support the specific points an author/speaker makes or fails to make</li> <li>• (10) use standard English to accurately communicate in writing, producing and expanding simple, compound, and a few complex sentences using a wider range of general academic and content-specific words, adapting language to purpose, task and audience</li> </ul>	<p>and develop ideas about a variety of texts, topics and experiences adding relevant details and evidence, transitions, and a conclusion; summarize key ideas; recount a detailed sequence of events</p> <ul style="list-style-type: none"> <li>• (3) construct a claim about a variety of topics, providing logically ordered reasons/facts to support claim, include an introduction and concluding statement</li> <li>• (6) analyze and critique written arguments, paraphrase and summarize; ask and respond to relevant questions</li> <li>• (5) gather information from print and digital sources with orderly notes, list sources</li> <li>• (6) explain how author/speaker uses reasons/evidence as support</li> <li>• (10) use standard English to accurately communicate in writing producing and expanding simple, compound, and</li> </ul>
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				complex sentences using a wide range of general academic and content-specific words with correct verb tense adapting language to the purpose, task and audience
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<b>Speaking</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) communicate simple information about familiar texts, topics, events, or objects in the environment (2) to participate in short conversations, respond to simple questions and some wh- questions, and (4) express an opinion</li> <li>• (5) gather info from a few provided sources</li> <li>• (6) identify a point an author or speaker makes</li> <li>• (8) recognize the meaning of some words</li> <li>• (9) with support, use a narrow range of vocab (nouns and verbs) and syntactically simple sentences with limited control</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) communicate simple messages about familiar texts, topics, and experiences to deliver short oral presentations, (2) participate in short conversations, respond to simple questions and wh- questions, (4) construct a claim and give a reason to support, (9) and with support, recount a simple sequence of events</li> <li>• (5) gather info from a few provided sources</li> <li>• (6) identify a reason an author/speaker gives to support main point; agree or disagree</li> <li>• (10) with support, produce simple</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) communicate about familiar texts, topics, and experiences to participate in short discussions, respond to others' comments, and add own comments; (3) deliver short oral presentations; (4) present one or two facts; include an intro and concluding statement; (2) ask and answer questions; (4) construct a claim and provide several supporting reasons; construct a claim and provide several reasons; (9) recount a short sequence of events</li> <li>• (5) gather info from print and digital sources to answer a question</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) communicate variety of texts, topics, and experiences to participate in discussions/ conversations, build on others' ideas, and express own ideas; (3) deliver short oral presentations; (2) add relevant info; include an intro and a concluding statement; ask and answer relevant questions; (4) construct a claim and provide sufficient reasons; (9) recount a short sequence of events</li> <li>• (5) gather info from print and digital sources to answer a question</li> <li>• (6) describe how reasons support specific</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) communicate about a variety of texts, topics, experiences to participate in extended discussions/ conversations, build on others' ideas, and express own ideas; summarize key ideas; (3) deliver oral presentations with relevant details (using evidence) to develop; (4) include intro and a concluding statement; pose and respond to relevant questions; construct a claim with logically ordered reasons/facts; (9) recount a more detailed sequence of events</li> <li>• (5) gather info from print and digital sources</li> </ul>

	<p>sentences while using some frequently occurring nouns, pronouns, verbs, prep., adj., adv., and conj.; (9) shows emerging control of some frequently used linking words; use some newly learned words; adapt lang. choices to different social &amp; academic contexts</p>	<ul style="list-style-type: none"> <li>• (6) tell how 1-2 reasons support specific points an author/speaker makes or fails to make</li> <li>• (10) with support, produce and expand simple and compound sentences using some relative pronouns, relative adverbs and some prepositional phrases with an increasing number of academic &amp; content specific words; (9) use an increasing range of temporal &amp; linking words; adapt lang. choices according to purpose, task, and audience</li> </ul>	<p>points an author/speaker makes or fails to make</p> <ul style="list-style-type: none"> <li>• (10) produce and expand simple, compound, and a few complex sentences using relative pronouns, relative adverbs, prepositional phrases, and subordinating conjunctions; use a wider range of general academic &amp; content-specific words; adapt lang. choices and style according to purpose, task, and audience</li> </ul>	<ul style="list-style-type: none"> <li>• (6) explain how an author/speaker uses evidence to support or fail to support particular points; (at Grade 5) identify which reasons support which points</li> <li>• (10) produce and expand simple, compound and complex sentences using relative pronouns, relative adverbs, prepositional phrases, and subordinating conjunctions with progressive and perfect verb tenses; use a wide variety of general academic and content-specific words; adapt lang. choices and style according to purpose, task, and audience</li> </ul>
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