NAUSD - Adopted from the 2012 CA ELD Standards

**Part I: Interacting in English**

**A. Collaborative (engagement in dialogue with others)**

1. **Exchanging information/ideas:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics • SL.4.4.1; L.4.1.3; 3

2. **Interacting via written English:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) • W.4.4; L.4.1.3

3. **Offering opinions:** Offering and supporting opinions and negotiating with others in productive exchanges • SL.4.1.3; L.4.1.3; 3

4. **Adapting language choices:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) • W.4.4; SL.4.1; L.4.1.3; 3

**B. Interpretive (comprehension and analysis of written and spoken texts)**

1. **Listening actively:** Listening actively to spoken English in a range of social and academic contexts • SL.4.1; L.4.3

2. **Reading/viewing closely:** Reading literary and informational texts and viewing multimedia to determine how meanings are conveyed explicitly and implicitly through language • RL.4.1.3; 4-10; RL.4.2.7-10; SL.4.4.3; L.4.3; 4-3

3. **Evaluating language choices:** Evaluating how well writers and speakers use language to support ideas or engage their audience depending on details regarding on topics, text type, purpose, audience, topic, and content area • RL.4.3; 4.4; W.4.2.4,6; SL.4.3; L.4.3-4.6

4. **Analyzing language choices:** Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on details regarding on topics, text type, purpose, audience, topic, and content area • W.4.4; L.4.1.3; 3

5. **Presenting:** Expressing information and ideas in formal and informal presentations on a variety of social and academic topics • SL.4.4.4; L.4.1.3,3,6

6. **Writing:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology • W.4.4.10; L.4.1.3-4.6

7. **Supporting opinions:** Supporting one’s own opinions and evaluating others’ opinions in speaking and writing • W.4.1,4.9; 10; SL.4.4.4; L.4.1.3-6

8. **Selecting language resources:** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas • W.4.4; SL.4.4.4; L.4.1.3,5,6

9. **Describing:** Describing ideas, phenomena (e.g., describing a character as someone who ...) and situations (e.g., describing a situation as a stormy day), with a growing understanding of register • W.4.1,4,9; SL.4.4.4; L.4.1.3-6

10. **Selecting a use number of general academic and domain-specific words to create precision while speaking and writing:** Select a few frequently used affixes for accuracy and precision (e.g., She walked, I’m unhappy).

11. **Select a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing:** Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked, I’m unhappy).

12. **Select a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing:** Select a variety of appropriate affixes for accuracy and precision (e.g., She’s walking, I’m uncomfortable). They left reluctantly.
Part II: Learning About How English Works

4th Grade CA ELD Standards

8. Composing Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline.
   
   RL.4.5; RI.4.5; W.4.1-5; SL.4.4

2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows.
   
   RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1-3

   a) Apply basic understanding of language resources for referring to the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.

   b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) to comprehending texts and writing basic texts.

3. Using verbs and verb phrases to create precision and clarity in different text types.
   
   W.4.5; SL.4.6; L.4.1,3,6

   a) Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting, timeless present for science explanation) for an increasing variety of familiar and new topics.

   b) Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.

4. Using nouns and noun phrases to expand ideas and provide more detail.
   
   W.4.5; SL.4.6; L.4.1,3,6

   a) Expand nouns in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

   b) Expand nouns in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

5. Modifying to add details to provide more information and create precision.
   
   W.4.5; SL.4.6; L.4.1,3,6

   a) Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked to the soccer field).

   b) Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field.).

6. Connecting Ideas within Sentences by Combining Clauses.
   
   W.4.1-3.5; SL.4.4.6; L.4.1-3,6

   a) Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., combining compound sentences using coordinate conjunctions, such as and, but, so).

   b) Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., The deer ran because the mountain lion came) or to make a concession (e.g., She studied all night even though she wasn’t feeling well).

   c) Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., Since the lion was at the waterhole, the deer ran away), to make a concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).

7. Condensing Ideas within Sentences using a variety of language resources.
   
   W.4.1-3.5; SL.4.4.6; L.4.1,3,6

   a) Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. – The woman is a doctor who helps children.) to create concise and detailed sentences.

   b) Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, ‘The dog ate quickly. The dog choked. – The dog ate so quickly that it choked.’) to create concise and detailed sentences.

   c) Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California.) to create concise and detailed sentences.

Part III: Using Foundational Literacy Skills - RF.K.1-1.4; RF.2-4.3-4.4 (as appropriate)

Foundational Literacy Skills:

Literacy in an Alphabetic Writing System

• Print concepts
• Phonological awareness
• Phonics & word recognition
• Fluency

See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:

• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.
• Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
• Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).