California English Language Development

Grade 4

Adopted 2012

Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

   Em. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. ELD.PI.4.1.EM

   Ex. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. ELD.PI.4.1.EX

   Br. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. ELD.PI.4.1.BR

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

   Em. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.4.2.EM

   Ex. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.4.2.EX

   Br. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.4.2.BR

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3. Offering and supporting opinions and negotiating with others in communicative exchanges

   Em. Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think…), as well as open responses, in order to gain and/or hold the floor. ELD.PI.4.3.EM

   Ex. Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but…), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. ELD.PI.4.3.EX

   Br. Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's a good idea. However…), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on. ELD.PI.4.3.BR

4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

   Em. Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support. ELD.PI.4.4.EM

   Ex. Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support. ELD.PI.4.4.EX

   Br. Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support. ELD.PI.4.4.BR

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

5. Listening actively to spoken English in a range of social and academic contexts

   Em. Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support. ELD.PI.4.5.EM

   Ex. Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support. ELD.PI.4.5.EX

   Br. Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. ELD.PI.4.5.BR

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6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

    Em. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support. ELD.PI.4.6A.EM

    Em. Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. ELD.PI.4.6B.EM

    Ex. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support. ELD.PI.4.6A.EX

    Ex. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics. ELD.PI.4.6B.EX

    Br. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support. ELD.PI.4.6A.BR

    Br. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics. ELD.PI.4.6B.BR

7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

    Em. Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support. ELD.PI.4.7.EM

    Ex. Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support. ELD.PI.4.7.EX

    Br. Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support. ELD.PI.4.7.BR

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8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

   Em. Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as whined versus said). ELD.PI.4.8.EM

   Ex. Distinguish how different words with similar meanings (e.g., describing a character as smart versus an expert) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on the audience. ELD.PI.4.8.EX

   Br. Distinguish how different words with related meanings (e.g., fun versus entertaining versus thrilling, possibly versus certainly) and figurative language produce shades of meaning and different effects on the audience. ELD.PI.4.8.BR

C. Productive (creation of oral presentations and written texts)

9. Expressing information and ideas in formal oral presentations on academic topics

   Em. Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support. ELD.PI.4.9.EM

   Ex. Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support. ELD.PI.4.9.EX

   Br. Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support. ELD.PI.4.9.BR

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10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

    Em. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. ELD.PI.4.10A.EM

    Em. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.4.10B.EM

    Ex. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. ELD.PI.4.10A.EX

    Ex. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). ELD.PI.4.10B.EX

    Br. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. ELD.PI.4.10A.BR

    Br. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). ELD.PI.4.10B.BR

11. Supporting own opinions and evaluating others' opinions in speaking and writing

    Em. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. ELD.PI.4.11A.EM

    Em. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe). ELD.PI.4.11B.EM

    Ex. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support. ELD.PI.4.11A.EX

    Ex. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must). ELD.PI.4.11B.EX

    Br. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support. ELD.PI.4.11A.BR

    Br. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion…). ELD.PI.4.11B.BR

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12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

    Em. Use a select number of general academic and domain-specific words to create precision while speaking and writing. ELD.PI.4.12A.EM

    Em. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy). ELD.PI.4.12B.EM

    Ex. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. ELD.PI.4.12A.EX

    Ex. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes…, I'm unhappy). ELD.PI.4.12B.EX

    Br. Use 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. ELD.PI.4.12A.BR

    Br. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly). ELD.PI.4.12B.BR

Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure

    Em. Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts. ELD.PII.4.1.EM

    Ex. Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion. ELD.PII.4.1.EX

    Br. Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. ELD.PII.4.1.BR

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2. Understanding cohesion

   Em. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. ELD.PII.4.2A.EM

   Em. 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. ELD.PII.4.2B.EM

   Ex. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. ELD.PII.4.2A.EX

   Ex. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., since, next, for example) to comprehending texts and writing texts with increasing cohesion. ELD.PII.4.2B.EX

   Br. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. ELD.PII.4.2A.BR

   Br. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, at the end) to comprehending texts and writing cohesive texts. ELD.PII.4.2B.BR

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

   Em. Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics. ELD.PII.4.3.EM

   Ex. Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to 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. ELD.PII.4.3.EX

   Br. Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics. ELD.PII.4.3.BR

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4. Using nouns and noun phrases

   Em. Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. ELD.PII.4.4.EM

   Ex. Expand noun phrases 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, and so on. ELD.PII.4.4.EX

   Br. Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. ELD.PII.4.4.BR

5. Modifying to add details

   Em. Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked to the soccer field). ELD.PII.4.5.EM

   Ex. Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field). ELD.PII.4.5.EX

   Br. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked quietly all night in their room). ELD.PII.4.5.BR

C. Connecting and Condensing Ideas

6. Connecting ideas

   Em. Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so). ELD.PII.4.6.EM

   Ex. 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). ELD.PII.4.6.EX

   Br. 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). ELD.PII.4.6.BR

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7. Condensing ideas

   Em. 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 precise and detailed sentences. ELD.PII.4.7.EM

   Ex. 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 precise and detailed sentences. ELD.PII.4.7.EX

   Br. 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. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences. ELD.PII.4.7.BR