

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 4 Reading

The English–Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher Pearson

Program Title Pearson California Language Central: ELD

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Word Recognition</i></p> <p>1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</p> <p>B2. Recognize sound/symbol relationships in one's own writing.</p>	<p>Word Analysis</p> <p>E11. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).</p> <p>E12. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>I2. Use common English morphemes in oral and silent reading.</p>	<p>Word Analysis</p> <p>EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	<p>ELA 1.1, ELD EI7, I6, EA9: Language Central SE/TE, 43b, 49, 57, 81b, 121b</p>	<p>ELA 1.1, ELD EI7, I6, EA9: Language Central SE/TE, 25b, 113b, 133b</p>

ELA Standards Grade 4 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><i>Vocabulary and Concept Development</i></p> <p>1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p>1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p> <p>1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).</p> <p>1.5 Use a thesaurus to determine related words and concepts.</p> <p>1.6 Distinguish and interpret words with multiple meanings.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B5. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B6. Retell simple stories by using drawings, words, or phrases.</p> <p>B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g.,</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I3. Create a simple dictionary of frequently used words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.</p> <p>I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.</p> <p>I7. Use content-</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas.</p> <p>EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).</p> <p>EA5. Use a standard dictionary to find the meaning of known vocabulary.</p>	<p>ELA 1.2, ELD EI5, I5, EA2: Language Central SE/TE, 63a, 69a–69b, 89a–89b, 127a–127b, 133a, 153a–153b, 165a–165b</p> <p>ELA 1.3, ELD I8: Language Central SE/TE, 31a, 89a–89b, 145a–145b, 185a–185b, 191a–191b</p> <p>ELA 1.4, ELD EA4: Language Central SE/TE, 31a–31b, 49a–49b, 69a, 81a–81b, 95a, 107a, 127a, 145a–145b</p> <p>ELA 1.5, ELD I3: Language Central SE/TE, 25, 43</p> <p>ELA 1.6, ELD EA3: Language Central SE/TE, 48b</p>	<p>ELA 1.2, ELD EI5, I5, EA2: Language Central SE/TE, 25, 41, 55d, 88c, 152a, 153a, 164c, 165a, 197b</p> <p>ELA 1.3, ELD I8: Language Central SE/TE, 57a, 68c, 94c, 106c, 165b</p> <p>ELA 1.4, ELD EA4: Language Central SE/TE, 26, 55c, 62d, 75b, 106c, 139a, 209a</p> <p>ELA 1.5, ELD I3: Language Central SE/TE, 63a</p> <p>ELA 1.6, ELD EA3: Language Central SE/TE, 152d</p>

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	locations, greetings, classroom objects).	with some pacing, intonation, and expression one's own writing of narrative and expository texts.	related vocabulary in discussions and reading. I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>).	EA6. Recognize simple analogies (e.g., "fly like a bird") and metaphors used in literature and texts in content areas. EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.		
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of	Reading Comprehension B8. Respond orally to stories read aloud by giving one- or	Reading Comprehension EI8. Read and listen to simple stories and demonstrate	Reading Comprehension I12. Read and use more detailed sentences to	Reading Comprehension EA13. Locate text features, such as format, diagrams, charts,	ELA 2.1, ELD EA16: Language Central SE/TE, 39, 59, 91, 123, 134–135, 187, 192	ELA 2.1, ELD EA16: Language Central SE/TE, 26–27, 55d, 161, 88d, 90

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<p>comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p><i>Comprehension and analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Use appropriate</p>	<p>two- word responses (e.g., “brown bear”) to factual comprehension questions.</p> <p>B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases.</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>Reading Comprehension</p> <p>B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p> <p>B12. Identify, using key words and /or phrases, the main idea in a story read aloud.</p> <p>B13. Point out text features,</p>	<p>understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).</p> <p>EI9. Read and orally identify relationships between written text and one’s own experience by using simple sentences.</p> <p>EI10. Understand and follow simple two-step directions for classroom activities.</p> <p>Reading Comprehension</p> <p>EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.</p> <p>EI12. Read text and orally identify the main ideas by using simple sentences and drawing</p>	<p>describe orally the relationships between text and one’s own experiences.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p> <p>I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</p> <p>Reading Comprehension</p> <p>I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”).</p> <p>I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts,</p>	<p>glossaries, and indexes, and identify the functions.</p> <p>EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</p> <p>Reading Comprehension</p> <p>EA10. Describe the main ideas and supporting details of a text.</p> <p>EA11. Generate and respond to comprehension questions related to the text.</p> <p>EA12. Describe relationships between the text and one’s personal experience.</p> <p>EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and</p>	<p>ELA 2.2, ELD I9: Language Central SE/TE, 25, 33, 45, 199, 211</p> <p>ELA 2.3, ELD EA14: Language Central SE/TE, 65, 127, 211,</p> <p>ELA 2.4, ELD EA14: Language Central SE/TE, 127, 211</p> <p>ELA 2.5, ELD EA11: Language Central SE/TE, 123, 160, 193</p> <p>ELA 2.6, ELD EI14, EA15: Language Central SE/TE, 58, 77, 90, 97 187</p> <p>ELA 2.7, ELD I10: Language Central SE/TE, 30d</p>	<p>ELA 2.2, ELD I9: Language Central SE/TE, 30d, 106b, 109</p> <p>ELA 2.3, ELD EA14: Language Central SE/TE, 69, 126b</p> <p>ELA 2.4, ELD EA14: Language Central SE/TE, 213</p> <p>ELA 2.5, ELD EA11: Language Central SE/TE, 161</p> <p>ELA 2.6, ELD EI14, EA15: Language Central SE/TE, 59, 96, 94d,</p> <p>ELA 2.7, ELD EI10: Language Central SE/TE, 179</p>

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<p>strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p>2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p>2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p>2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>2.6 Distinguish between cause and effect and between fact and opinion in expository text.</p> <p>2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</p>	<p>such as the title, table of contents, and chapter headings.</p>	<p>inferences about the text.</p> <p>E113. Read and identify basic text features such as the title, table of contents, and chapter headings.</p> <p>E114. Orally identify examples of fact and opinion in familiar texts read aloud.</p>	<p>glossaries, and indexes in written texts.</p> <p>I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.</p>	<p>make inferences.</p> <p>EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</p>		
<p>3.0 Literary Response and Analysis</p> <p>Students read and respond to a wide variety of significant works of children’s literature. They</p>	<p>Literary Response and Analysis</p> <p>B14. Listen to a story and respond orally in</p>	<p>Literary Response and Analysis</p> <p>E115. Respond orally to factual comprehension</p>			<p>ELA 3.1, ELD B17: Language Central SE/TE, 101b, 113; Transparency, 89b</p>	<p>ELA 3.1, ELD B17: Language Central SE/TE, 105, 100a; Transparency, 113b</p>

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<p>distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p>	<p>one or two words to factual comprehension questions.</p> <p>B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.</p> <p>B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p>	<p>questions about brief literary texts by answering in simple sentences.</p> <p>EI17. Recite simple poems.</p> <p>EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.</p>				

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<p>1.0 Writing Strategies</p> <p>Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p>	<p>Writing Strategies</p> <p>B2. Label key parts of common objects.</p> <p>B3. Create simple sentences or phrases with some assistance.</p>	<p>Writing Strategies</p> <p>EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.</p> <p>EI3. Follow a model given by the teacher to independently</p>	<p>Writing Strategies</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I5. Use more</p>	<p>Writing Strategies</p> <p>EA3. Independently write simple responses to literature.</p> <p>EA4. Use complex vocabulary and sentences appropriate for language arts</p>	<p>ELA 1.1, ELD I2: Language Central SE/TE, 35, 53, 79, 196b, 201, 207</p> <p>ELA 1.2, ELD EA6: Language Central SE/TE, 35, 47, 53, 79, 85</p>	<p>ELA 1.1, ELD I2: Language Central SE/TE, 57b, 67, 202b, 213</p> <p>ELA 1.2, ELD EA6: Language Central SE/TE, 152b, 158b, 170b</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><i>Organization and Focus</i></p> <p>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p> <p>1.2 Create multiple-paragraph compositions:</p> <p>a. Provide an introductory paragraph.</p> <p>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</p> <p>c. Include supporting paragraphs with simple facts, details, and explanations.</p> <p>d. Conclude with a paragraph that summarizes the points.</p> <p>e. Use correct indentation.</p> <p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p><i>Research and Technology</i></p> <p>1.5 Quote or paraphrase information sources, citing them appropriately.</p> <p>1.6 Locate information in</p>	<p>write a short paragraph of at least four sentences.</p> <p>EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p>complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p>and other content areas (e.g., math, science, social studies).</p>	<p>ELA 1.3, ELD EI3: Language Central SE/TE, 35, 58, 91, 123, 135, 137, 161</p> <p>ELA 1.5, ELD EA6: Language Central SE/TE, 29, 35, 41, 47</p> <p>ELA 1.6, ELD R EA5: Language Central SE/TE, 105, 131</p> <p>ELA 1.7, ELD Reading EA5: Language Central SE/TE, 47, 131, 157b, 163, 173, 177, 181, 191a, 197a</p> <p>ELA 1.8, ELD Reading EI13: Language Central SE/TE, 194, 212</p> <p>ELA 1.9, EI4: Language Central SE/TE, 23, 157</p> <p>ELA 1.10, ELD I4: Language Central SE/TE, 196b, 201, 202b</p>	<p>ELA 1.3, ELD EI3: Language Central SE/TE, 27, 38, 114, 160, 187</p> <p>ELA 1.5, ELD EA6: Language Central SE/TE, 36b, 42b, 48b</p> <p>ELA 1.6, ELD Reading EA5: Language Central SE/TE, 125</p> <p>ELA 1.7, ELD Reading EA5: Language Central SE/TE, 89, 100b, 105b, 105, 125, 126b, 131</p> <p>ELA 1.8, ELD Reading EI13: Language Central SE/TE, 35, 94b, 100b, 105, 126b</p> <p>ELA 1.9, ELD EI4: Language Central SE/TE, 55, 163</p> <p>ELA1.10, ELD I4: Language Central SE/TE, 85c, 85d, 85e</p>	

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<p>reference texts by using organizational features (e.g., prefaces, appendixes).</p> <p>1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</p> <p>1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p>1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).</p> <p><i>Evaluation and Revision</i></p> <p>1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>						
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research,</p>	<p>B4. Use models to write short narratives.</p> <p>B5. During group writing activities, write brief narratives and stories by using a few standard grammatical</p>	<p>E11. Write short narrative stories that include elements of setting and characters.</p> <p>E15. Follow a model to write a friendly letter.</p>	<p>I1. Narrate with some detail a sequence of events.</p> <p>I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</p>	<p>EA1. Write a detailed summary of a story.</p> <p>EA2. Arrange compositions according to simple organizational</p>	<p>ELA 2.1, ELD B5: Language Central SE/TE, 29, 41, 125, 137, 149</p> <p>ELA 2.2, ELD I4: Language Central SE/TE, 45, 199</p>	<p>ELA 2.1, ELD B5: Language Central SE/TE, 48d, 58, 61, 67, 149</p> <p>ELA 2.2, ELD I1, EA1: Language Central SE/TE, 103, 147</p>

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<p>and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <p>a. Relate ideas, observations, or recollections of an event or experience.</p> <p>b. Provide a context to enable the reader to imagine the world of the event or experience.</p> <p>c. Use concrete sensory details.</p> <p>d. Provide insight into why the selected event or experience is memorable.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of the literary work.</p> <p>b. Support judgments through references to both the text and prior knowledge.</p> <p>2.3 Write information reports:</p> <p>a. Frame a central question about an issue or situation.</p> <p>b. Include facts and details</p>	forms.	<p>E16. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</p> <p>I6. Write a letter independently by using detailed sentences.</p>	<p>patterns.</p> <p>EA5. Independently write a persuasive letter with relevant evidence.</p> <p>EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>	<p>ELA 2.3, ELD I3: Language Central SE/TE, 79, 85, 97, 99, 105, 131,</p> <p>ELA 2.4, ELD EA1: Language Central SE/TE, 50, 51, 83, 173</p>	<p>ELA 2.3, ELD I3: Language Central SE/TE, 85, 94b, 99, 100b, 105, 126b, 131, 143, 157, 158b, 181</p> <p>ELA 2.4, ELD EA1: Language Central SE/TE, 50, 170d</p>

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<p>for focus.</p> <p>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).</p> <p>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>						

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p><i>Comprehension</i></p> <p>1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.</p> <p>1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to two-words responses.</p> <p>B3. Retell familiar stories and</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions using phrases or simple sentences</p> <p>EI3. Restate and</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.</p>	<p>ELA 1.1, ELD EI2, I1: Language Central SE/TE, 24, 57, 68, 81, 114, 138, 152, 139</p> <p>ELA 1.2, ELD I2, EA1: Language Central SE/TE, 147d, 172</p> <p>ELA 1.3, ELD I5: Language Central SE/TE, 197, 203, 204</p> <p>ELA 1.4, ELD EI3: Language Central SE/TE, 107b</p>	<p>ELA 1.1, ELD EI2, I1: Language Central SE/TE, 88, 170</p> <p>ELA 1.2, ELD I2, EA1: Language Central SE/TE, 48d, 50, 173</p> <p>ELA 1.3, ELD I5: Language Central SE/TE, 202a, 202b</p> <p>ELA 1.4, ELD EI3: Language Central SE/TE, 32</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.</p> <p>1.4 Give precise directions and instructions.</p>	<p>participate in short conversations by using appropriate gestures, expressions, and illustrative objects.</p>	<p>execute multiple-step oral directions.</p>				
<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.</p> <p>1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).</p> <p>1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p>1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p>	<p>B4. Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).</p>	<p>EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.</p> <p>EI5. Orally communicate basic needs (e.g., “May I get a drink of water?”).</p>	<p>I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>	<p>EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and</p>	<p>ELA 1.5, ELD I3 Language Central SE/TE, 65</p> <p>ELA 1.6, ELD EI4: Language Central SE/TE, 51, 58, 114, 160, 187, 192, 193</p> <p>ELA 1.7, ELD EI4: Language Central SE/TE, 44</p> <p>ELA 1.8, ELD I4: Language Central SE/TE, 25, 32, 49, 57, 89</p> <p>ELA 1.9, ELD EA3: Language Central SE/TE, 45, 126</p>	<p>ELA 1.5, ELD I3 Language SE/TE, 77</p> <p>ELA 1.6, ELD EI4: Language Central SE/TE, 90, 144, 161</p> <p>ELA 1.7, ELD EI4: Language Central SE/TE, 70</p> <p>ELA 1.8, ELD I4: Language Central SE/TE, 82, 96, 102</p> <p>ELA 1.9, ELD EA3: Language Central SE/TE, 28, 34, 45, 88, 126</p>

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
				restating and soliciting information. EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”)		
<i>Analysis and Evaluation of Oral Media Communication</i> 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.					ELA 1.10, EA1: Language Central SE/TE, 33	ELA 1.10, EA1: Language Central SE/TE, 74b, 190c
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade four		EI6. Recite familiar rhymes, songs, and simple stories.	I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. EA7. Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.	ELA 2.1, ELD I5: Language Central SE/TE, 57, 90, 145, 146 ELA 2.2, ELD EA5: Language Central SE/TE, 171, 191 ELA 2.3, ELD EA2: Language Central SE/TE, 51,135, 172, 173 ELA 2.4, ELD EI6: Language Central SE/TE, 69b	ELA 2.1, ELD I5: Language Central SE/TE, 27, 48d, 68, 140 ELA 2.2, ELD EA5: Language Central SE/TE, 31, 35, 185 ELA 2.3, ELD EA2: Language Central SE/TE, 39 ELA 2.4, ELD EI6: Language Central SE/TE, 203b

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Make narrative presentations:</p> <p>a. Relate ideas, observations, or recollections about an event or experience.</p> <p>b. Provide a context that enables the listener to imagine the circumstances of the event or experience.</p> <p>c. Provide insight into why the selected event or experience is memorable.</p> <p>2.2 Make informational presentations:</p> <p>a. Frame a key question.</p> <p>b. Include facts and details that help listeners to focus.</p> <p>c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).</p> <p>2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p> <p>2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear</p>						

ELA Standards Grade 4 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
diction, tempo, volume, and phrasing.						

ELA Standards Grade 4 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Use simple and compound sentences in writing and speaking.</p> <p>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p>	<p>English Language Conventions</p> <p>B6. Use capitalization when writing one's own name and at the beginning of sentences.</p> <p>B7. Use a period at the end of a sentence and a question mark at the end of a question.</p>	<p>English Language Conventions</p> <p>E17. Use capitalization to begin sentences and for proper nouns.</p> <p>E18. Use a period at the end of a sentence and use some commas appropriately.</p> <p>E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.</p>	<p>English Language Conventions</p> <p>I7. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).</p>	<p>English Language Conventions</p> <p>EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</p> <p>EA8. Use standard word order but may have more consistent grammatical forms, including inflections.</p> <p>EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).</p> <p>English-</p>	<p>ELA 1.1, ELD B7: Language Central SE/TE, 28, 40, 46</p> <p>ELA 1.2, ELD I8: Language Central SE/TE, 2, 32, 64, 108, 128, 156, 168, 174, 180, 210</p> <p>ELA 1.3, ELD EA8: Language Central SE/TE, 50, 92, 108, 116, 140, 146, 168</p> <p>ELA 1.4, ELD EI9: Language Central SE/TE, 78, 84, 148, 200, 206</p> <p>ELA 1.5, ELD EI9: Language Central SE/TE, 194, 212</p> <p>ELA 1.6, ELD EI9: Language Central SE/TE, 194, 206</p>	<p>ELA 1.1, ELD B7: Language Central SE/TE, 24d, 32, 34, 76, 156</p> <p>ELA 1.2, ELD I8: Language Central SE/TE, 30d, 51, 80c, 107, 122, 135, 164d, 176d</p> <p>ELA 1.3, ELD EA8: Language Central SE/TE, 27, 38, 98, 186, 107, 112d, 176d, 184d</p> <p>ELA 1.4, ELD EI9: Language Central SE/TE, 74d, 80d, 144d, 206</p> <p>ELA 1.5, ELD EI9: Language Central SE/TE, 208d</p> <p>ELA 1.6, ELD EI9: Language Central SE/TE, 202</p>

ELA Standards Grade 4 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u>eginning	<u>E</u>arly <u>I</u>ntermediate	<u>I</u>ntermediate	<u>E</u>arly <u>A</u>dvanced		
<p><i>Grammar</i></p> <p>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p><i>Punctuation</i></p> <p>1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.</p> <p>1.5 Use underlining, quotation marks, or italics to identify titles of documents.</p> <p><i>Capitalization</i></p> <p>1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><i>Spelling</i></p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>				<p>Language Arts Content Standards Grade 3: Spelling</p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>--ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p>1.9 Arrange words in alphabetic order.</p> <p>Grade 4: Spelling</p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>	<p>ELA 1.7, ELD EA9: Language Central SE/TE, 25a–25b, 31a–31b, 37a–37b, 49a–49b, 57a–57b, 89a–89b, 139a–139b, 209a–209b</p>	<p>ELA 1.7, ELD EA9: Language Central SE/TE, 26, 55d, 68c, 75b, 80c, 159a–59b, 171b, 209a–209b</p>