ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***1. Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***1. Exchanging information and ideas*** 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.
Skills: ❏ Contribute to conversations ❏ Express ideas ❏ Ask *yes-no* and *wh-* questions ❏ Answer *yes-no* and *wh-* questions ❏ Respond using short phrases or more	*Skills:* ❏ Contribute to class, group or partner discussions ❏ Engage in sustained dialogue ❏ Follow turn-taking rules ❏ Ask relevant questions ❏ Affirm the responses of others ❏ Add relevant information	*Skills:* ❏ Contribute to discussions ❏ Engage in sustained dialogue ❏ Follow turn-taking rules ❏ Ask relevant questions ❏ Affirm the responses of others ❏ Add relevant information ❏ Build on responses of others ❏ Provide useful feedback

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	*2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	*2. Interacting via written English* 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.
Skills: ❏ Collaborate with peers on writing projects of short informational and literary texts ❏ Use technology where appropriate for writing	*Skills:* ❏ Collaborate with peers on longer writing projects of longer informational and literary texts ❏ Use technology where appropriate for writing	*Skills:* ❏ Collaborate with peers on a variety of longer writing projects of informational and literary texts ❏ Use technology where appropriate for writing, publishing, graphics etc.

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
3. Offering opinions 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.	***3. Offering opinions*** 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.	***3. Offering opinions*** 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.
Skills: ❏ Negotiate with others in conversations ❏ Persuade others in conversations ❏ Use basic learned phrases in conversations (e.g., *I think . . .*) ❏ Use open responses in conversations ❏ Gain and/or hold the floor	***Skills:*** ❏ Negotiate with others in conversations ❏ Persuade others in conversations ❏ Use an expanded set of learned phrases in conversations (e.g., *I agree with X, but . . .*) ❏ Use open responses in conversations ❏ Gain and/or hold the floor ❏ Provide counterarguments	***Skills:*** ❏ Negotiate with others in conversations ❏ Persuade others in conversations ❏ Use a variety of learned phrases in conversations (e.g., *That's a good idea. However . . .*) ❏ Use open responses in conversations ❏ Gain and/or hold the floor ❏ Provide counterarguments ❏ Elaborate on an idea

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	*4. Adapting language choices* 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.	*4. Adapting language choices* Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.
Skills: With substantial support... ❏ Adapt language choices according to social setting ❏ Adapt language choices according to audience	*Skills:* With moderate support... ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience	*Skills:* With light support... ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
Skills: With prompting & substantial support... ❏ Demonstrate active listening of read-alouds ❏ Demonstrate active listening of oral presentations ❏ Ask basic questions ❏ Answer basic questions	***Skills:*** With occasional prompting & moderate support... ❏ Demonstrate active listening of read-alouds ❏ Demonstrate active listening of oral presentations ❏ Ask detailed questions ❏ Answer detailed questions	***Skills:*** With minimal prompting & light support... ❏ Demonstrate active listening of read-alouds ❏ Demonstrate active listening of oral presentations ❏ Ask detailed questions ❏ Answer detailed questions

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
6. Reading/viewing closely a. 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. b. 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.	*6. Reading/viewing closely* a. 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. b. 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.	*6. Reading/viewing closely* a. 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. b. 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.
Skills: Based on close reading and with substantial support... ❑ Describe ideas ❑ Describe phenomena ❑ Describe text elements ❑ Understand a select set of grade-level texts & multimedia ❑ Determine the meaning of unknown words on familiar topics ❑ Use knowledge of frequently used affixes ❑ Use linguistic context ❑ Use reference materials ❑ Use visual cues	*Skills:* Based on close reading and with moderate support... ❑ Describe ideas in greater detail ❑ Describe phenomena in greater detail ❑ Describe text elements in greater detail ❑ Understand a variety of grade-level texts & multimedia ❑ Determine the meaning of unknown words on familiar topics ❑ Use knowledge of morphology--affixes, roots, & base words ❑ Use linguistic context ❑ Use reference materials	*Skills:* Based on close reading and with light support... ❑ Describe ideas in detail ❑ Describe phenomena in detail ❑ Describe text elements in detail ❑ Understand a variety of of grade-level texts & multimedia ❑ Determine the meaning of unknown words on familiar topics ❑ Use knowledge of morphology--affixes, roots, & base words ❑ Use linguistic context

Tulare County
Office of Education
Committed to Students, Support and Service

Grade 4
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
7. Evaluating language choices 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.	*7. Evaluating language choices* 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.	*7. Evaluating language choices* 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.
Skills: With prompting & substantial support... ❏ Describe the specific language writers/speakers use to present an idea ❏ Describe the specific language writers/speakers use to support an idea	*Skills:* With prompting & moderate support... ❏ Describe how well writers/speakers use specific language resources to support an opinion ❏ Describe how well writers/speakers use specific language resources to present an idea	*Skills:* With prompting and light support... ❏ Describe how well writers/speakers use specific language resources to support an opinion ❏ Describe how well writers/speakers use specific language resources to present an idea

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
8. Analyzing language choices Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as *whined* versus *said*).	*8. Analyzing language choices* 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.	*8. Analyzing language choices* 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.
Skills: ❏ Distinguish how different words with similar meanings produce different effects on the audience	*Skills:* ❏ Distinguish how different words with similar meanings produce shades of meaning ❏ Distinguish how figurative language produces shades of meaning ❏ Distinguish how different words with similar meaning produce different effects on the audience ❏ Distinguish how figurative language produces different effects on the audience	*Skills:* ❏ Distinguish how different words with related meanings produce shades of meaning ❏ Distinguish how figurative language produces shades of meaning ❏ Distinguish how different words with related meanings produce different effects on the audience ❏ Distinguish how figurative language produces different effects on the audience

Tulare County
Office of Education
Committed to Students, Support and Service

Grade 4
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
9. Presenting 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.	***9. Presenting*** 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.	***9. Presenting*** 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.
Skills: With substantial support... ❏ Plan brief oral presentations on a variety of topics and content areas ❏ Deliver brief oral presentations on a variety of topics and content areas ❏ Retell, explain, report, recount, etc.	***Skills:*** With moderate support... ❏ Plan longer oral presentations on a variety of topics and content areas ❏ Deliver longer oral presentations on a variety of topics and content areas ❏ Retell, explain, report, recount, etc.	***Skills:*** With light support... ❏ Plan oral presentations on a variety of topics and content areas ❏ Deliver oral presentations on a variety of topics and content areas ❏ Retell, explain, report, recount, etc.

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
10. Writing a. 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. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	**10. Writing** a. 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. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	**10. Writing** a. 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. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
Skills: Collaboratively & sometimes independently... ❏ Write short literary & informational texts ❏ Write brief summaries of texts and experiences ❏ Use complete sentences and key words	*Skills:* Collaboratively & with increasing independence... ❏ Write longer literary & informational texts ❏ Use appropriate text organization ❏ Write increasingly concise summaries of texts and experiences ❏ Use complete sentences and key words	*Skills:* Collaboratively & independently... ❏ Write longer & more detailed literary & informational texts ❏ Use appropriate text organization ❏ Use a growing understanding of register ❏ Write clear coherent summaries of texts and experiences ❏ Use complete, concise sentences and key words

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
11. Supporting opinions a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*).	***11. Supporting opinions*** a. 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. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	***11. Supporting opinions*** a. 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. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).
Skills: With substantial support... ❏ Support opinions ❏ Express appropriate/accurate reasons ❏ Use textual evidence ❏ Use relevant background knowledge about content ❏ Refer to text, etc. ❏ Express ideas, opinions, temper statements ❏ Use basic modal expressions such as *can*, *will*, *maybe, etc.*	*Skills:* With moderate support... ❏ Support opinions ❏ Persuade others ❏ Express appropriate/accurate reasons ❏ Use textual evidence ❏ Paraphrase facts ❏ Use relevant background knowledge about content ❏ Paraphrase, etc. ❏ Express attitudes, opinions, temper statements ❏ Use familiar modal expressions such as *maybe/probably, can/must, etc.*	*Skills:* With light support... ❏ Support opinions ❏ Persuade others ❏ Express appropriate/accurate reasons ❏ Use detailed textual evidence ❏ Use relevant background knowledge about content ❏ Quote text, citing specific examples,etc. ❏ Express attitude or opinion with nuanced modal expressions ❏ Temper statements with nuanced modal expressions

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**

12. Selecting language resources
  a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.
  b. Select a few frequently used affixes for accuracy and precision (e.g., She walk*s*, I'm *un*happy).
	12. Selecting language resources
	  a. 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.
	  b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He like*s* . . . , I'm *un*happy).
		12. Selecting language resources
		  a. 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.
		  b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*).

Skills: For precision while speaking and writing... ❏ Use a select number of general academic words ❏ Use a select number of domain-specific words ❏ Select a few frequently used affixes for accuracy	*Skills:* To create precision and shades of meaning while speaking and writing... ❏ Use a growing number of general academic words ❏ Use a growing number of domain-specific words ❏ Use a growing number of synonyms ❏ Use a growing number of antonyms ❏ Select a growing number of frequently used affixes for accuracy	*Skills:* To create precision and shades of meaning while speaking and writing... ❏ Use a wide variety of general academic words ❏ Use a wide variety of domain-specific words ❏ Use a wide variety of synonyms ❏ Use a wide variety of antonyms ❏ Use a wide variety of figurative language ❏ Select a variety of appropriate affixes for accuracy

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
1. Understanding text structure 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.	*1. Understanding text structure* 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.	*1. Understanding text structure* 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.
Skills: ❏ Apply understanding of how different text types are organized to comprehending texts ❏ Apply understanding of how different text types are organized to writing basic texts	*Skills:* ❏ Apply increasing understanding of how different text types are organized to comprehending texts ❏ Apply increasing understanding of how different text types are organized to writing texts with increasing cohesion	*Skills:* ❏ Apply understanding of how different text types are organized to comprehending texts ❏ Apply understanding of how different text types are organized to writing cohesive texts

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
2. Understanding cohesion **a.** 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. **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.	*2. Understanding cohesion* **a.** 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. **b.** 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.	*2. Understanding cohesion* **a.** 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. **b.** 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.
Skills: Apply basic understanding: ❑ of language resources that refer the reader back or forward in text ❑ when using pronouns, etc., to move a reader back/forward ❑ of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases ❑ to comprehending texts ❑ to writing basic texts ❑ When using connecting words & phrases such as *first* and *yesterday*	***Skills:*** Apply growing understanding: ❑ of language resources that refer the reader back or forward in text ❑ when using pronouns, synonyms, etc, to move a reader back/forward. ❑ how ideas/events/reasons are linked throughout a text using a variety of connecting words or phrases ❑ to comprehending text ❑ to writing text with increasing cohesion ❑ when using connecting words & phrases such as *since, next,* and *for*	***Skills:*** Apply increasing understanding: ❑ of language resources that refer the reader back or forward in text ❑ when using pronouns, synonyms, nominalizations, etc., to move reader back/forward ❑ of how ideas/events/reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases ❑ to comprehending text ❑ to writing cohesive texts

Tulare County
Office of Education
Committed to Students, Support and Service

	example	❏ when using connecting words & phrases such as *for instance*, *in addition,* and *at the end*

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
3. *Using verbs and verb phrases* 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.	**3. *Using verbs and verb phrases*** 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.	**3. *Using verbs and verb phrases*** 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.
Skills: For familiar topics... ❑ Use various verbs ❑ Use various verb types ❑ Use various verb tenses appropriate to the text type and discipline	*Skills:* For an increasing variety of familiar & new topics... ❑ Use various verbs ❑ Use various verb types ❑ Use various verb tenses appropriate to the task, text type, and discipline	*Skills:* For a variety of familiar & new topics... ❑ Use various verbs ❑ Use various verb types ❑ Use various verb tenses appropriate to the task and text type

Tulare County
Office of Education
Committed to Students, Support and Service

Grade 4
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
4. Using nouns and noun phrases 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.	*4. Using nouns and noun phrases* 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.	*4. Using nouns and noun phrases* 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.
Skills: ❏ Expand noun phrases in simple ways to enrich the meaning of sentences ❏ Expand noun phrases in simple ways to add details about ideas, people, things ❏ Add an adjective to a noun	*Skills:* ❏ Expand noun phrases in a variety of ways to enrich the meaning of sentences ❏ Expand noun phrases in a variety of ways to add details about ideas, people, things ❏ Add adjectives to noun phrases ❏ Embed simple clauses	*Skills:* ❏ Expand noun phrases in an increasing variety of ways to enrich the meaning of sentences ❏ Expand noun phrases in an increasing variety of ways to add details about ideas, people, things ❏ Add general academic adjectives & adverbs to noun phrases ❏ Embed more complex clauses

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
5. Modifying to add details 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*).	*5. Modifying to add details* 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*).	*5. Modifying to add details* 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*).
Skills: ❏ Expand sentences with familiar adverbs, adverb phrases, basic prepositional phrases ❏ Use adverbials to to provide details of time, manner, place, cause, etc., about a familiar activity or process (e.g., They walked *to the soccer field*)	*Skills:* ❏ Expand sentences with a growing variety of adverbs, adverb phrases, prepositional phrases ❏ Use adverbials to provide details of time, manner, place, cause, etc., about a familiar or new activity or process (e.g., They worked *quietly*. They ran *across the soccer field*)	*Skills:* ❏ Expand sentences with a variety of adverbs, adverb phrases, prepositional phrases ❏ Use adverbials to provide details of time, manner, place, cause, etc., about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room*)

Tulare County
Office of Education
Committed to Students, Support and Service

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 4
Part II Standard 6

English Language Proficiency (teach toward the next level)

Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
6. Connecting ideas 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*).	***6. Connecting ideas*** 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).	***6. Connecting ideas*** 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*).
Skills: ❏ Combine clauses in a few basic ways to make connections between ideas ❏ Combine clauses in a few basic ways to join ideas ❏ Create compound sentences ❏ Use coordinating conjunctions ❏ Use words such as *and, but,* and *so* to connect ideas	***Skills:*** ❏ Combine clauses in an increasing variety of ways to make connections between ideas ❏ Combine clauses in an increasing variety of ways to join ideas ❏ Create complex sentences using familiar subordinate conjunctions ❏ Use words and phrases such as *because* and *even though* to connect ideas	***Skills:*** ❏ Combine clauses in a wide variety of ways to make connections between ideas ❏ Combine clauses in a wide variety of ways to join ideas ❏ Create complex sentences using a variety of subordinate conjunctions ❏ Use words and phrases such as *since*, *although*, and *while* to connect ideas

Tulare County
Office of Education
Committed to Students, Support and Service

Grade 4
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
7. Condensing ideas 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.	*7. Condensing ideas* 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.	*7. Condensing ideas* 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.
Skills: ❏ Condense clauses in simple ways ❏ Embed simple clauses ❏ Create precise and detailed sentences ❏ Use words such as *who* to condense ideas	*Skills:* ❏ Condense clauses in an increasing variety of ways ❏ Embed clauses ❏ Create precise and detailed sentences ❏ Use words and phrases such as *so* and *that* to condense ideas	*Skills:* ❏ Condense clauses in a variety of ways ❏ Embed clauses ❏ Create precise and detailed sentences ❏ Use words and phrases such as *that* to condense ideas

20

Tulare County
Office of Education
Committed to Students, Support and Service