

## ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Community practices

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1 (Grade 4):* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students report information from interviews conducted in their community to class and share stories about local practices (e.g., oral histories or community/family networks).

| <b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND community practices.  |   |   |   |  |  |                           |
|--|---|---|---|--|--|---------------------------|
|  | <b>Level 1<br/>Entering</b>   | <b>Level 2<br/>Emerging</b>   | <b>Level 3<br/>Developing</b>   | <b>Level 4<br/>Expanding</b>   | <b>Level 5<br/>Bridging</b>  | <b>Level 6 – Reaching</b> |
| <b>SPEAKING</b>  | Tell about community practices using photographs or realia and following a model with a partner | Describe community practices using photographs or realia and following a model with a partner | Recount information about community practices using photographs or realia and following a model | Recount detailed information about community practices using photographs or realia | Recount and reflect on information about community practices using photographs or realia |                           |
| <b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community practices, interview, personal experiences |   |   |   |  |  |                           |

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Narration

**CONNECTION:** *Common Core State Reading Standards for Literature, Craft and Structure #6 (Grade 4):* Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** After a whole group discovery activity exploring narrative points of view, students review example narrative texts to discover how first- and third-person narrations convey different perspectives.

| <b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.   |  |   |  |  |   |                           |
|--|--|---|--|--|---|---------------------------|
|  | <b>Level 1<br/>Entering</b>  | <b>Level 2<br/>Emerging</b>   | <b>Level 3<br/>Developing</b>  | <b>Level 4<br/>Expanding</b>   | <b>Level 5<br/>Bridging</b>                                     | <b>Level 6 – Reaching</b> |
| <b>READING</b>   | Identify language that indicates narrative points of view (e.g., “I” v. “he/she”) from illustrated text using word/phrase banks with a partner | Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using word/phrase banks with a partner | Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner | Compare narrative points of view in extended texts using graphic organizers with a partner | Compare and contrast narrative points of view in extended texts |                           |
| <b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person |  |   |  |  |   |                           |

## ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Lines & angles

**CONNECTION:** *Common Core Standards for Mathematics, Geometry #1–2 (Grade 4):* Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students build models or posters with photo displays specifying the lines and angles they find in their school, home, or community.

| <b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY their understanding of lines and angles to everyday situations.   |  |   |   |  |  |                           |
|---|--|---|---|--|--|---------------------------|
|   | <b>Level 1<br/>Entering</b>  | <b>Level 2<br/>Emerging</b>   | <b>Level 3<br/>Developing</b>   | <b>Level 4<br/>Expanding</b>   | <b>Level 5<br/>Bridging</b>  | <b>Level 6 – Reaching</b> |
| <b>WRITING</b>  | Label types of lines and angles according to their properties using realia and graphic support | Define types of lines and angles according to their properties using realia and graphic support (e.g., “Obtuse > 90 degrees”) | Describe types of lines and angles according to their properties using realia and graphic support | Compare and contrast types of lines or angles according to their properties using realia and graphic support | Explain types of lines and angles according to their properties using realia (e.g., “My desk has four right angles on the top, which are 90 degrees. Each leg of the desk has two acute angles of 55 degrees and two obtuse angles of 125 degrees.”) |                           |
| <b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: obtuse, acute, right or 90-degree angle, parallel and perpendicular lines, end points, rays, vertex, line segment |  |   |   |  |  |                           |

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

**CONNECTION:** *Next Generation Science Standards, Earth and Space Sciences, Earth's Systems: Processes that Shape the Earth ESS1-1, ESS2-1 (Grade 4):* Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students gather information about scientific processes (e.g., from teacher demonstrations, computer programs, or videos) and demonstrate how the surface of the earth has changed over time as part of a long-term project on earth history.

| <b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.                             |  |   |  |   |  |                           |
|---|--|---|--|---|--|---------------------------|
|   | <b>Level 1<br/>Entering</b>  | <b>Level 2<br/>Emerging</b>   | <b>Level 3<br/>Developing</b>  | <b>Level 4<br/>Expanding</b>  | <b>Level 5<br/>Bridging</b>  |                           |
| <b>LISTENING</b>  | Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2 | Identify and sort the effect of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2 | Categorize the effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers with a partner | Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos | Interpret the effects of processes or events on earth materials using videos based on grade-level oral discourse | <b>Level 6 – Reaching</b> |
| <b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: weather v. weathering, erosion, breaks down rocks |  |   |  |   |  |                           |

See expanded version of this strand on pp. 30–31

## ELD STANDARD 5: The Language of Social Studies

### EXAMPLE TOPIC: Maps & globes/Locations

**CONNECTION:** *National Curriculum Standards for Social Studies, Standard 3: People, Places, and Environments #3a-d (Early Grades):* Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs; use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information; estimate distances and calculate scale.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students identify locations on a variety of maps (e.g., political maps, physical maps, time zone maps) by listening to a partner's descriptions to prepare for producing a historical travelogue from the point of view of an explorer, trader, or leader.

| <b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY understanding of map concepts and skills.  |  |   |  |   |  |                           |
|--|--|---|--|---|--|---------------------------|
|  | <b>Level 1<br/>Entering</b>  | <b>Level 2<br/>Emerging</b>   | <b>Level 3<br/>Developing</b>  | <b>Level 4<br/>Expanding</b>  | <b>Level 5<br/>Bridging</b>  |                           |
| <b>LISTENING</b>   | Follow routes on maps based on segmented simple oral commands using illustrated word banks and manipulatives (e.g., “Go north two, [pause] east one.”) | Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g., “Freed slaves went north.”) | Follow routes on maps based on oral descriptions using illustrated word banks (e.g., “Florence Nightingale traveled southeast from London to Crimea.”) | Follow routes on maps based on detailed oral descriptions using visual supports (e.g., “Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.”) | Follow routes on maps based on detailed oral discourse (e.g., “The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?”) | <b>Level 6 – Reaching</b> |
| <b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, map scale, equator, hemisphere, continent |  |   |  |   |  |                           |

## COMPLEMENTARY STRAND: The Language of Technology & Engineering

**EXAMPLE TOPIC:**  
Multimedia publishing

**CONNECTION:** *International Society for Technology in Education National Educational Technology Standards for Students, #4 (Technology Communication Tools):* Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students simulate the work of software engineers by designing illustrated manuals or brochures describing the procedures for creating multimedia presentations as part of a collaborative project.

| <b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE procedural directions.  |  |   |   |  |  |                    |
|--|--|---|---|--|--|--------------------|
| WRITING  | Level 1<br>Entering  | Level 2<br>Emerging   | Level 3<br>Developing   | Level 4<br>Expanding   | Level 5<br>Bridging  | Level 6 – Reaching |
|  | Label images/illustrations/icons that show the steps for producing multimedia presentations using illustrated word banks in small groups | List the steps for producing multimedia presentations using graphic organizers and illustrated word banks in small groups | Describe the process for producing multimedia presentations using graphic organizers and word banks in small groups | Detail the process for producing multimedia presentations using word banks in small groups | Elaborate the steps for producing multimedia presentations in small groups |                    |
| <b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides, multimedia presentation |  |   |   |  |  |                    |