English Language Development Standards for Grade 4

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.4.5; RI.4.5; W.4.1-5; SL.4.4
2. Understanding cohesion	• RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.4.5; SL.4.6; L.4.1,3,6
4. Using nouns and noun phrases	• W.4.5; SL.4.6; L.4.1,3,6
5. Modifying to add details	• W.4.5; SL.4.4,6; L.4.1,3,6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.4.1-3,5; SL.4.4,6; L.4.1,3,6
7. Condensing ideas	• W.4.1-3,5; SL.4.4,6; L.4.1,3,6
Part III: Using Foundational Literacy Skills	• RF.K-1.1-4; RF.2-4.3-4 (as appropriate)

* The California English Language Development Standards correspond to California's Common Core State Standards for English Language Arts (ELA). English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Note: **Examples** provided in specific standards *are offered only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

English Language Development Standards for Grade 5

Section 1: Goal, Critical Principles, and Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.5.1,6; L.5.1,3,6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.5.6; L.5.1,3,6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.5.1,6; L.5.1,3,6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.5.4–5; SL.5.1,6; L.5.1,3,6
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.5.1–3; L.5.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.5.1–7,9–10; RI.5.1–7,9–10; SL.5.2–3; L.5.3,4,6
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	• RL.5.3–4,6; RI.5.2,6,8; SL.5.3; L.5.3–6
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	• RL.5.4–5; RI.5.4–5; SL.5.3; L.5.3–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.5.4–6; L.5.1,3,6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.5.1–10; L.5.1–3,6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.5.1,4,9–10; SL.5.4,6; L.5.1–3,6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.5.4–5; SL.5.4,6; L.5.1,3,5–6

English Language Development Standards for Grade 5

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.5.5; RI.5.5; W.5.1-5; SL.5.4
2. Understanding cohesion	• RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1,3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.5.5; SL.5.6; L.5.1,3,6
4. Using nouns and noun phrase	• W.5.5; SL.5.6; L.5.1,3,6
5. Modifying to add details	• W.5.5; SL.5.4,6; L.5.1,3,6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.5.1-3,5; SL.5.4,6; L.5.1,3,6
7. Condensing ideas	• W.5.1-3,5; SL.5.4,6; L.5.1,3,6
Part III: Using Foundational Literacy Skills	• RF.K-1.1-4; RF.2-5.3-4 (as appropriate)

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Lesson Title:

Chapter/Unit:

Mathematics Content	Mathematical Practices	ELD Standards

Language & Learning Objective:

Consider the opportunities and structures for students to read, write, listen, and speak about mathematics throughout your lesson. Indicate these (r, w, l, s) in your plan.

Launch

Explore

Summarize