

Standards for Excellence

ELA/ELD Standards Alignment

Fourth Grade

B – Beginning
 EI – Early Intermediate
 I – Intermediate

EA – Early Advanced
 A – Advanced

Domain: Reading

Strand: 1.0 WORD ANALYSIS FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENTY: *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.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
Word Recognition		
<p>No comparable ELA standards found. These ELD standards are prerequisite to ELA standard 1.0</p>	<p>B Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</p> <p>B Recognize sound/symbol relationships in own writing.</p> <p>EI While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).</p> <p>EI Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p> <p>I Produce most English phonemes correctly when reading aloud.</p> <p>I Use common English morphemes in oral and silent reading.</p> <p>EA Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p>B Read aloud simple words in stories or games (e.g., nouns and adjectives).</p> <p>EI Read simple vocabulary, phrases, and sentences independently.</p> <p>EA Use decoding and knowledge of academic and social vocabulary to achieve independent reading.</p> <p>A Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p>EI Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</p> <p>I Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.</p> <p>EA Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p>	

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Strand: *WORD ANALYSIS FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENTY: 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.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
Word Recognition 1.1		
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	EI Read own writing of narrative and expository text aloud with some pacing, intonation, and expression. I Read grade-appropriate narrative and expository tests aloud with appropriate pacing, intonation, and expression. EA Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression. A Read narrative and expository texts aloud with appropriate pacing, intonation, and expression.	p. 80
Vocabulary and Concept Development 1.2 – 1.6		
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	EA Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird”). EA Use common idioms in discussions and reading (e.g., “scared silly”). A Use common idioms, some analogies and metaphors in discussion and reading.	pp. 65, 107, 191, 201, 213
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	I Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker). EA Use some common roots and affixes when attached to known vocabulary (e.g., educate, education). A Apply knowledge of common roots and affixes when attached to known vocabulary.	pp. 229, 232
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., international)	I Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker). EA Use some common roots and affixes when attached to known vocabulary (e.g., educate, education). A Apply knowledge of common roots and affixes when attached to known vocabulary	pp. 19, 29, 49, 71, 113, 123, 135, 145, 155, 159, 177, 181, 219
1.5 Use a thesaurus to determine related words and concepts.	I Create a simple dictionary of frequently used words. EA Use a standard dictionary to find the meanings of known vocabulary. A Use a standard dictionary to determine meaning of unknown words.	p. 43

<p>1.6 Distinguish and interpret words with multiple meanings.</p>	<p>No comparable ELD standards found.</p>	<p>pp. 95, 213</p>
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Strand: 2.0 READING COMPREHENSION: *Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Structural Features of Informational Materials 2.1</i>		
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.	B Identify the basic sequence of events in stories read to them, using key words or pictures. EI Orally identify the basic sequence of written text using simple sentences. EA Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect. A Identify significant structural (organizational) patterns in text, such as compare/contrast, cause/effect, and sequence/chronological order.	pp. 121, 185, 217
<i>Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 – 2.7</i>		
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	B Point out text features such as title, table of contents, and chapter headings. EI Read and identify basic text features such as title, table of contents, and chapter headings. I Read and identify text features such as title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. EA Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes. A Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.	p. 35
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.	B Orally identify relationship between simple text read to them and their own experience using key words and/or phrases. EI Read and orally identify relationships between written text and own experience using simple sentences. I Read and use more detailed sentences to orally describe relationships between text and their own experiences. EA Describe relationships between text and their experience.	pp. 96, 138, 222

2.4 Evaluate new information and hypotheses by testing them against several passages or articles.	<p>EA Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.</p> <p>A Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.</p>	See ELA Teachers Resources as well as Hampton Brown
2.5 Compare and contrast information on the same topic after reading several passages or articles.	<p>B Respond orally to stories read to them by answering questions, using one- or two-word responses (e.g., “brown bear”).</p> <p>EI Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown.”).</p> <p>I Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”).</p> <p>EA Describe the main ideas and supporting details of a text.</p> <p>A Describe main ideas and supporting details, including supporting evidence.</p>	p. 153
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	<p>EI Orally identify examples of fact/opinion in familiar texts read to them.</p> <p>I Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.</p> <p>EA Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.</p> <p>A Distinguish between fact/opinion, inference, and cause/effect in text.</p>	See ELA Teachers Resources as well as Hampton Brown
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	<p>B Understand and follow simple one-step directions for classroom or work-related activities.</p> <p>EI Understand and follow simple two-step directions for classroom or work-related activities.</p> <p>I Understand and follow some multi-step directions for classroom-related activities.</p>	pp. 110, 132

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Strand: 3.0 LITERARY RESPONSE AND ANALYSIS: *Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Structural Features of Literature 3.1</i>		
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	B Orally distinguish between fiction and non-fiction using one- or two-word responses or phrases. B Use picture, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends. EI Orally distinguish among poetry, drama, and short stories using simple sentences. A Describe the major characteristics of poetry, drama, fiction, and non-fiction.	See ELA Teachers Resources as well as Hampton Brown
<i>Narrative Analysis of Grade-Level-Appropriate Text 3.2 – 3.5</i>		
3.2 Determine the main events of the plot, their causes, and the influence of each event on future action.	EI Orally identify the main events of the plot using simple sentences. EI Orally describe the setting of a piece of literature using simple sentences. I Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts. EA Read and orally identify the main problem of a plot and how it is resolved in a selection.	pp. 69, 153
3.3 Use knowledge of the situation and setting and of a character’s traits and motivation to determine the causes for that character’s action.	B Orally identify different characters and settings in simple literary texts using words or phrases. EI Orally describe what a character is like by what he/she does in a selection, using simple sentences. EA Identify the motives of characters in a work of fiction. A Compare and contrast the motives and characters in a work of fiction.	pp. 44, 180
3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	B Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses. EI Orally respond to brief literary stories by answering factual comprehension questions, using simple sentences. I Apply knowledge of language to derive meaning/comprehension from literary texts. EA Recognize and describe themes stated directly.	See ELA Teachers Resources as well as Hampton Brown

	<p>A Recognize and describe themes stated directly or implied in literary texts.</p>	
<p>3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p>	<p>EA Identify and describe figurative language e.g., similes, metaphors, and personification).</p> <p>EA Distinguish between literary connotations and symbols from culture to culture.</p> <p>EA Read and orally identify metaphors and similes in a selection.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>

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Domain: Writing

Strand: 1.0 WRITING STRATEGIES: *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).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
Organization and Focus 1.1 – 1.3		
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	I Begin to use a variety of genres in writing (i.e., expository, narrative, poetry).	pp. 44, 78, 92, 98, 99, 111, 166, 170, 188, 194, 203, 216, 230, 236
	EA Write a multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	
	A Write a persuasive composition using standard grammatical forms.	
	A Write a multi-paragraph narrative and expository compositions using standard grammatical forms.	
1.2 Create multiple-paragraph compositions: provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; conclude with a paragraph that summarizes the points; use correct indentation.	B Label key parts of common objects.	pp. 27, 37, 204
	EI Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	
	EI Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	
	I Use more complex vocabulary and sentences appropriate for language arts and other content areas.	
1.3 Use traditional structures for conveying information.	EA Use complex vocabulary and sentences appropriate for language arts and other content areas.	pp. 92, 98, 185
	A Write short narratives that include examples of writing appropriate for language arts and other content areas.	
Penmanship 1.4		
1.4 Write fluidly and legibly in cursive or joined italic.	B Write the English alphabet legibly.	See ELA Teachers Resources as well as Hampton Brown
Research and Technology 1.5 – 1.9		
1.5 Quote or paraphrase information sources, citing them appropriately.	No comparable ELD standards found.	See ELA Teachers Resources as well as Hampton Brown
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendices).	No comparable ELD standards found.	See ELA Teachers Resources as well as Hampton Brown

1.7 Use various reference materials as an aid to writing	No comparable ELD standards found.	pp. 43, 201
1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	No comparable ELD standards found.	See ELA Teachers Resources as well as Hampton Brown
1.9 Demonstrate basic keyboarding skills and familiarity with computer technology.	No comparable ELD standards found.	See ELA Teachers Resources as well as Hampton Brown
<i>Evaluation and Revision 1.10</i>		
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	<p>EI/I Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</p> <p>I Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence).</p> <p>EA Arrange compositions according to simple organizational patterns.</p> <p>A Independently use all of the steps of the writing process.</p>	pp. 79, 89, 217

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Domain: Writing Strategies

Strand: 2.0 WRITING STRATEGIES: *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, and organizational strategies outlined in Writing Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Writing Applications (Genre and their Characteristics) 2.1 – 2.4</i>		
2.1 Write narratives: relate ideas, observations, or recollections of an event or experience; provide a context to enable the reader to imagine the world of the event or experience; use concrete sensory details; provide insight into why the selected event or experience is memorable.	I Begin to use a variety of genres in writing (i.e., expository, narrative, poetry). EA Write a multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms. A Write a persuasive composition using standard grammatical forms. A Write a multi-paragraph narrative and expository compositions using standard grammatical forms.	pp. 27, 32, 36, 37, 40, 54, 82, 88, 98, 166, 170, 194, 198, 200, 220, 222, 224, 236
2.2 Write responses to literature: demonstrate an understanding of the literary work; support judgments through references to both the text and prior knowledge.	B During group writing activities, write brief narratives and stories using a few standard grammatical forms. EI Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	p. 99
2.3 Write information reports: frame a central question about an issue or situation; include facts and details for focus; draw from more than one source of information.	EI Write short narrative stories that include the elements of setting and character. I Narrate a sequence of events with some detail. EA Write a detailed summary of a story	pp. 27, 210, 212, 214
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	EA Independently write simple response to literature. A Write narratives that describe the setting, character, objects, and events.	pp. 20, 124

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Domain: Written and Oral English Language Conventions

Strand: 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: *Students write and speak with a command of standard English conventions appropriate to this grade level.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Sentence Structure 1.1 – 1.2</i>		
1.1 Use simple and compound sentences in writing and speaking.	I Use stand word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).	pp. 27, 31, 41, 47, 163, 195, 205
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	EA Use standard word order but may have some inconsistent grammatical forms, including inflections.	pp. 139, 143, 157, 167, 211
	A Use complete sentences and correct word order.	
<i>Grammar 1.3</i>		
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	A Use correct parts of speech, including correct subject/verb agreement.	pp. 115, 137, 147, 211
<i>Punctuation 1.4 – 1.5</i>		
1.4 Uses parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	EA Produce independent writing with consistent use of capitalization, punctuation, and spelling.	pp. 61, 91, 93, 99, 104, 143, 199, 203, 205
	A Produce writing that demonstrates a command of the conventions of standard English.	
1.5 Use underlining, quotation marks, or italics to identify titles of documents.	EI Use a period at the end of a sentence, and use some commas appropriately.	p. 104
	I Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	
<i>Capitalization 1.6</i>		
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	B Use capital letters when writing own name and the beginning of sentences.	See ELA Teachers Resources as well as Hampton Brown
	B Use a period at the end of a sentence.	
	EI Use capital letters to begin sentences and proper nouns.	
<i>Spelling 1.7</i>		
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	EI Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	pp. 38, 71, 113, 117, 123, 127, 135, 139, 145, 155, 159, 177, 181, 187, 197, 209, 219
	EA Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	
	A Edit writing for punctuation, capitalization, and spelling.	

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Domain: Listening and Speaking

Strand: 1.0 LISTENING AND SPEAKING STRATEGIES: *Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand the important ideas by using proper phrasing, pitch, and modulation.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Comprehension 1.1 – 1.4</i>		
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	No comparable ELD standards found.	See ELA Teachers Resources as well as Hampton Brown
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	I Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. EA Listen attentively to more complex stories/information on new topics and identify the main points and supporting details. A Listen attentively to stories and subject area topics and identify the main points and supporting details.	pp. 114, 131, 194, 202, 212
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	EA Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”). A Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside.”).	p. 72
1.4 Give precise directions and instructions.	EI Restate and execute multi-step oral directions.	pp. 72, 110, 128, 130
<i>Organization and Delivery of Oral Communication 1.5 – 1.9</i>		
1.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.	B Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. EI Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences. I Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing. EA Retell stories in greater detail including characters, setting, plot, summary, and analysis.	See ELA Teachers Resources as well as Hampton Brown
1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering questions).	I Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing. EA Retell stories in greater detail including characters, setting, plot, summary, and analysis. A Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	See ELA Teachers Resources as well as Hampton Brown

<p>1.7 Emphasize points in ways that help the listener or view to follow important ideas and concepts.</p>	<p>EI Orally identify the main points of simple conversation and stories that are read aloud using phrases or simple sentences.</p> <p>I Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.</p> <p>EA Retell stories in greater detail including characters, setting, plot, summary, and analysis.</p> <p>A Identify the main ideas, points of view, and fact/fiction in broadcast and print media.</p>	<p>p. 78</p>
<p><i>Organization and Delivery of Oral Communication 1.8 – 1.9</i></p>		
<p>1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p>	<p>EA Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>A Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p>	<p>pp. 26, 106</p>
<p>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p>	<p>B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>EI 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 <i>he/she</i>).</p> <p>I Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p>EA Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.</p> <p>A Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.</p>	<p>p. 202</p>
<p><i>Analysis and Evaluation of Oral Media Communication 1.10</i></p>		
<p>1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.</p>	<p>No comparable ELD standard found.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>

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Domain: Listening and Speaking

Strand: 2.0 SPEAKING APPLICATIONS: *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.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Speaking Applications (Genres and their Characteristics) 2.1 – 2.3</i>		
2.1 Make narrative presentations: a) Relate ideas, observations or recollections about an event or experience. b) Provide a context that enables the listener to imagine the circumstances of the event or experience. c) Provide insight into why the selected event or experience is memorable.	No comparable ELD standards found.	See ELA Teachers Resources as well as Hampton Brown
2.2 Make informational presentations: frame a key question; include facts and details that help listeners to focus; incorporate more than one source of information (e.g., speakers, books, newspapers, television, or radio reports).	I Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	See ELA Teachers Resources as well as Hampton Brown
2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	B Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”). EI Orally communicate basic needs (e.g., “May I get a a drink of water?”). I Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. EA Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.	p. 69
<i>Listening and Speaking Strategies 2.4</i>		
2.4 Recite brief poems (i.e., two or three stanzas) soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	No comparable ELD standards found.	pp. 92, 94, 98, 104, 106