California Department of Education
English Language Development Standards for Grade 4

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.4.1,6; L.4.1,3,6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.4.6; L.4.1,3,6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.4.1,6; L.4.1,3,6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.4.4-5; SL.4.1,6; L.4.1,3,6
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.4.1-3; L.4.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6
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.4.3-4,6; RI.4.2,6,8; SL.4.3; L.4.3-6
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.4.4-5; RI.4.4-5; SL.4.3; L.4.3-6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.4.4-6; L.4.1,3,6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.4.1-10; L.4.1-3,6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.4.1,4,9-10; SL.4.4,6; L.4.1-3,6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• W.4.4-5; SL.4.4,6; L.4.1,3,5-6

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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	**English Language Development Level Continuum**			
		Emerging	**Expanding**	**Bridging**
Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts: 1. SL.4.1,6; L.4.1,3,6 2. W.4.6; L.4.1,3,6 3. SL.4.1,6; L.4.1,3,6 4. W.4.4-5; SL.4.1,6; L.4.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**A. Collaborative**	***1. Exchanging information/ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases. ***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, etc. ***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. ***4. Adapting language choices*** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	***1. Exchanging information/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. ***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, etc. ***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 counter-arguments, etc. ***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.	***1. Exchanging information/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. ***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, etc. ***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 counter-arguments, elaborate on an idea, etc. ***4. Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum		
		Emerging	Expanding	Bridging

Texts and Discourse in Context	B. Interpretive	Emerging	Expanding	Bridging
Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts: 5. SL.4.1-3; L.4.3 6. RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6 7. RL.4.3-4,6; RI.4.2,6,8; SL.4.3; L.4.3-6 8. RL.4.4-5; RI.4.4-5; SL.4.3; L.4.3-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)		**5. Listening actively** Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support. **6. Reading/viewing closely** a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) 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. **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. **8. Analyzing language choices** Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as *whined* versus *said*).	**5. Listening actively** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support. **6. Reading/viewing closely** a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) 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. **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. **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.	**5. Listening actively** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. **6. Reading/viewing closely** a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) 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. **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. **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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	**English Language Development Level Continuum**			
		Emerging	**Expanding**	**Bridging**
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts: 9. SL.4.4-6; L.4.1,3,6 10. W.4.1-10; L.4.1-3,6 11. W.4.1,4,9-10; SL.4.4,6; L.4.1-3,6 12. W.4.4-5; SL.4.4,6; L.4.1,3,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**C. Productive (page 1 of 2)**	*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, etc.) with substantial support. *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).	*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, etc.) with moderate support. *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).	*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, etc.) with light support. *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).

Texts and Discourse in Context	English Language Development Level Continuum		
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts: 9. SL.4.4-6; L.4.1,3,6 10. W.4.1-10; L.4.1-3,6 11. W.4.1,4,9-10; SL.4.4,6; L.4.1-3,6 12. W.4.4-5; SL.4.4,6; L.4.1,3,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**Emerging**	**Expanding**	**Bridging**
C. Productive (page 2 of 2)	*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*). *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.).	*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*). *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.).	*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 . . .*). *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*.).

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works			
Texts and Discourse in Context	**English Language Development Level Continuum**		
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 1. RL.4.5; RI.4.5; W.4.1-5; SL.4.4 2. RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**A. Structuring Cohesive Texts**	**Emerging** ***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. ***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.	**Expanding** ***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. ***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.	**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 with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. ***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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works			
Texts and Discourse in Context	**English Language Development Level Continuum**		
		Emerging	**Expanding**	**Bridging**

Texts and Discourse in Context	B. Expanding & Enriching Ideas	Emerging	Expanding	Bridging
Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts: 3. W.4.5; SL.4.6; L.4.1,3,6 4. W.4.5; SL.4.6; L.4.1,3,6 5. W.4.5; SL.4.4,6; L.4.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	B. Expanding & Enriching Ideas	***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics. ***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, etc. ***5. Modifying to add details*** Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked *to the soccer field*.).	***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for 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. ***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, etc. ***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, etc.) about a familiar or new activity or process (e.g., They worked *quietly.* They ran *across the soccer field*.).	***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for 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. ***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, etc. ***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, etc.) about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room*.).

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
Part II, strands 6–7 Corresponding Common Core State Standards for English Language Arts: 6. W.4.1-3,5; SL.4.4,6; L.4.1,3,6 7. W.4.1-3,5; SL.4.4,6; L.4.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**C. Connecting & Condensing Ideas**	**Emerging** ***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*). ***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.	**Expanding** ***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.). ***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.	**Bridging** ***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.*). ***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.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills	
Foundational Literacy Skills: **Literacy in an Alphabetic Writing System** • Print concepts • Phonological awareness • Phonics & word recognition • Fluency	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).