



TN State Literacy Standard	Correlating ESL Standard	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics
<b>Speaking &amp; Listening Standards</b>				
<p><b>4.SL.CC.1 Prepare for collaborative discussions on 4<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Come to discussions prepared.</p> <p>Pre-read required material for a discussion.</p> <p>Use my prepared reading and notes to participate in discussions.</p> <p>Follow class rules for discussion.</p> <p>Ask specific questions to get more information or clarify what I don't understand.</p> <p>Respond to other's questions with specific answers.</p> <p>Connect my comments to others' comments.</p> <p>Think and reflect on other's ideas.</p> <p>Explain my own ideas based on the discussion.</p> <p>Use appropriate non-verbal techniques to enhance or help my communication.</p>	<p>How do we express thinking and ideas clearly?</p> <p>Are rules important before beginning a discussion? Why?</p> <p>How can we ask questions to check understanding?</p> <p>How should we respond when others ask us questions?</p> <p>How can we make a discussion a learning experience for everyone?</p>	<p>*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.</p> <p><a href="http://www.eskidstuff.com/esl-kids-games/question-games.htm#.UZAeZXCyF2c">http://www.eskidstuff.com/esl-kids-games/question-games.htm#.UZAeZXCyF2c</a></p> <p>Polite Discussion Resource: <a href="http://www.brainboxx.co.uk/A3_ASPECTS/pages/TALKlisten.htm">http://www.brainboxx.co.uk/A3_ASPECTS/pages/TALKlisten.htm</a></p> <p><a href="http://busyteacher.org/5963-10-keys-to-promoting-class-discussion.html">http://busyteacher.org/5963-10-keys-to-promoting-class-discussion.html</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1750">http://www.tncurriculumcenter.org/learning_expectation/1750</a></p>

<p><b>4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Restate text or others' ideas in my own words.</p> <p>Figure out the most important ideas in different pieces of information and put it into words that make sense.</p> <p>Use standard English grammar and usage when speaking.</p>	<p>How can we make sure we understand what we are reading or hearing?</p> <p>Why do we need to paraphrase?</p> <p>Why can't we just repeat what we read or hear?</p> <p>What are some paraphrasing strategies that we know?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1755">http://www.tncurriculumcenter.org/learning_expectation/1755</a></p> <p><a href="http://www.teachersnetwork.org/ntol/lessons/oralbook/index.htm">http://www.teachersnetwork.org/ntol/lessons/oralbook/index.htm</a></p> <p><a href="http://www.tv411.org/reading/understanding-what-you-read/summarizing">http://www.tv411.org/reading/understanding-what-you-read/summarizing</a></p>
<p><b>4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Identify a speaker's reasons and evidence.</p> <p>Evaluate the speaker's reasons and evidence to see if they make sense or are fact or opinion.</p>	<p>How do we decide if a speaker's ideas are well-supported? (good ideas and reasons)</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1755">http://www.tncurriculumcenter.org/learning_expectation/1755</a></p> <p><a href="http://www.tv411.org/reading/understanding-what-you-read/summarizing">http://www.tv411.org/reading/understanding-what-you-read/summarizing</a></p>
<p><b>4.SL.PKI.6 Recognize that different situations call for formal vs.</b></p>	<p><b>English Language Development Standard 1</b> English language learners</p>	<p><b>I Can:</b></p> <p>Explain the</p>	<p>When should I use academic language?</p>	<p><a href="http://ccss4.watchknowledge.org/Video.aspx?VideoID=53150&amp;CategoryID=1540">http://ccss4.watchknowledge.org/Video.aspx?VideoID=53150&amp;CategoryID=1540</a></p>

<p><b>informal English, and use formal English when appropriate</b></p>	<p><b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p>difference between everyday and academic language.</p> <p>Give reasons why using everyday or academic language would be more appropriate or powerful.</p> <p>Include academic words and phrases that exactly express my ideas or facts.</p>	<p>Are there times when using everyday language is more helpful to the listener?</p> <p>What is the difference between everyday and academic language?</p> <p>Why do we need to know the difference between the two types of language?</p>	<p><a href="#">5</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/2469">http://www.tncurriculumcenter.org/learning_expectation/2469</a></p> <p>Polite Discussion Resource: <a href="http://www.brainboxx.co.uk/A3_ASPECTS/pages/TALKlisten.htm">http://www.brainboxx.co.uk/A3_ASPECTS/pages/TALKlisten.htm</a></p> <p><a href="http://busyteacher.org/5963-10-keys-to-promoting-class-discussion.html">http://busyteacher.org/5963-10-keys-to-promoting-class-discussion.html</a></p>
---	---	--	--	---

**Foundational Literacy Standards**

<p><b>4.FL.PWR.3 a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Read unfamiliar words with fluency.</p> <p>Use context clues to read with fluency.</p>	<p>How would a good reader figure out a word he or she doesn't know?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1719">http://www.tncurriculumcenter.org/learning_expectation/1719</a></p> <p>ESL methods Morph House</p> <p><a href="http://www.prometheanplanet.com/en/Resources/Item/41737/#.UYK8bXCyF2c">http://www.prometheanplanet.com/en/Resources/Item/41737/#.UYK8bXCyF2c</a></p> <p><a href="http://msjordanreads.com/2012/02/26/fluency-boot-camp/">http://msjordanreads.com/2012/02/26/fluency-boot-camp/</a></p>
--	--	--	--	---

<p><b>4.FL.F.5</b> <b>a. Read grade-level text with purpose and understanding.</b> <b>b. Read grade-level prose and poetry orally with accuracy,</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b></p>	<p><b>I Can:</b></p> <p>Read for different purposes and understanding.</p> <p>Read poetry with rhythm and expression.</p>	<p>How would a good reader read a particular poem?</p> <p>What strategies can I use to make sure that what I read makes sense?</p>	<p><u>Choral Reading</u> <u>Reader's Theater</u> <u>Shared Reading</u> <u>Tape Assisted Reading</u> <u>Timed Repeated Readings</u></p> <p><a href="http://www.readingrocket">http://www.readingrocket</a></p>
--	--	---	--	---

<p><b>appropriate rate, and expression on successive readings.</b>  <b>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</b></p>	<p>English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p>Self-correct when I make a mistake while reading</p>	<p>How do good readers make decisions about why they are reading a particular passage or text?</p>	<p><a href="http://atozfluency.org/">s.org/atoz/fluency/</a>  <a href="http://msjordanreads.com/2012/02/26/fluency-boot-camp/">http://msjordanreads.com/2012/02/26/fluency-boot-camp/</a>  <a href="http://www.tncurriculumcenter.org/learning_expectation/1721">http://www.tncurriculumcenter.org/learning_expectation/1721</a>  <a href="http://www.tncurriculumcenter.org/learning_expectation/1723">http://www.tncurriculumcenter.org/learning_expectation/1723</a></p>
--	--	---	--	---

<p><b>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>  <b>a. Use relative pronouns and relative adverbs.</b>  <b>b. Form and use progressive verb tenses.</b>  <b>c. Use auxiliary verbs such as <i>can, may, and must</i> to clarify meaning.</b>  <b>d. Form and use prepositional phrases.</b>  <b>e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</b>  <b>f. Use correct capitalization.</b>  <b>g. Use commas and</b></p>	<p><b>English Language Development Standard 1</b>  English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b>  English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Order adjectives within sentences according to conventional patterns (such as <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>Produce complete sentences using adjectives.</p> <p>Correctly use frequently confused words (such as <i>to, too, two; there, their</i>).</p> <p>Explain why I chose to use one confusing word instead of another.</p> <p>Use correct capitalization.</p> <p>Use commas and quotation marks to show dialogue.</p> <p>Use commas</p>	<p>Is order important when using adjectives?</p> <p>Why is it important to check my word choice (to, two, too)?</p> <p>How does correct punctuation help the reader?</p> <p>Can punctuation choice change the meaning of my idea?</p> <p>How do we show the reader that someone is talking?</p> <p>What are some strategies to help spell correctly?</p> <p>Why is important to know the purpose and audience before we write?</p> <p>Does punctuation affect</p>	<p>Syntax Surgery ESL methods</p> <p><a href="http://www.eskidstuff.com/esl-kids-games/describing-adjectives.htm#.UZAe6nCYF2c">http://www.eskidstuff.com/esl-kids-games/describing-adjectives.htm#.UZAe6nCYF2c</a></p> <p>Descriptive Writing  <a href="http://www.readingrocket.org/strategies/descriptive_writing/">http://www.readingrocket.org/strategies/descriptive_writing/</a></p> <p>Because of Winn-Dixie: Sentences</p> <p>What Jo Did  Common and Proper Nouns</p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1772">http://www.tncurriculumcenter.org/learning_expectation/1772</a></p> <p><a href="http://www.studyzone.org/testprep/ela4/o/audiencep2.cfm">http://www.studyzone.org/testprep/ela4/o/audiencep2.cfm</a></p>
--	--	---	---	--

<p>quotation marks to mark direct speech and quotations from a text.</p> <p><b>h. Use a comma before a coordinating conjunction in a compound sentence.</b></p> <p><b>i. Write several cohesive paragraphs on a topic.</b></p>		<p>appropriately (lists, compound sentences).</p> <p>Check my spelling using classroom resources.</p> <p>Choose punctuation that helps the reader understand.</p> <p>Identify the purpose and audience (readers) so that I write in a way that best shares my thinking.</p>	<p>comprehension?</p> <p>Is it possible to write in the same way for every reader?</p>	
--	--	---	--	--

<p><b>4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b></p> <p><b>I. Use context as a clue to the meaning of a word or phrase.</b></p> <p><b>II. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</b></p> <p><b>III. Consult reference materials, both print and digital, to find the pronunciation</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Use context clues to figure out the meaning of a word or phrase.</p> <p>Use classroom resources to figure out how to correctly pronounce a word, what the word means, and how to use the word correctly in my speaking and writing.</p> <p>Use online resources to understand new words or phrases.</p>	<p>What are some strategies we can use when we come to a new word or phrase?</p> <p>Are all reference materials useful all the time?</p>	<p><a href="#">Vocabulary Poster</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1778">http://www.tncurriculumcenter.org/learning_expectation/1778</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1779">http://www.tncurriculumcenter.org/learning_expectation/1779</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1780">http://www.tncurriculumcenter.org/learning_expectation/1780</a></p> <p>Because of Winn-Dixie: Word Structure</p> <p>Lewis and Clark and Me</p> <p>Grandfather's Journey: Dictionary</p> <p>Coyote School News: Dictionary/Glossary</p> <p>What Jo Did: Word Structure</p>
---	--	---	--	---

<p>and determine or clarify the precise meaning of key words and phrases.</p>				
<p><b>4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>I. Explain the meaning of simple similes and metaphors in context.</b></p> <p><b>II. Recognize and explain the meaning of common idioms and proverbs.</b></p> <p><b>III. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Explain the difference between a simile and metaphor.</p> <p>Explain the meaning of simple similes and metaphors in context.</p> <p>Explain why the author may have chosen to use a particular simile or metaphor.</p>	<p>What is a simile?</p> <p>What is a metaphor?</p> <p>How are they alike and different?</p> <p>What does the author mean by using a specific simile or metaphor?</p> <p>How can I use a simile or a metaphor to compare things?</p>	<p><a href="http://www.readworks.org/lessons/grade4/figurative-language">http://www.readworks.org/lessons/grade4/figurative-language</a></p> <p><a href="http://www.kidskonnnect.com/subjectindex/20-educational/language-arts/343-figurative-language.html">http://www.kidskonnnect.com/subjectindex/20-educational/language-arts/343-figurative-language.html</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1782">http://www.tncurriculumcenter.org/learning_expectation/1782</a></p>
<p><b>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners</p>	<p><b>I Can:</b></p> <p>Select academic and specific vocabulary to exactly state what I am thinking.</p> <p>Use signal words to express time and space (before,</p>	<p>Is it important to learn new vocabulary?</p> <p>What strategies do we have to organize and own new vocabulary?</p> <p>Are some words</p>	<p><a href="http://www.eslkidstuff.com/esl-kids-games/action-games.htm#.UZAfO3CYF2c">http://www.eslkidstuff.com/esl-kids-games/action-games.htm#.UZAfO3CYF2c</a></p> <p><a href="http://www.readworks.org/lessons/grade4/vocabulary-context">http://www.readworks.org/lessons/grade4/vocabulary-context</a></p> <p><a href="http://www.tn.gov/education/ci/vocabulary.shtml">http://www.tn.gov/education/ci/vocabulary.shtml</a></p>

<p><b>states of being and that are basic to a particular topic.</b></p>	<p><b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p>immediately, in the following paragraph).</p>	<p>more powerful than others?  Why is it important to the reader to use vivid vocabulary?</p>	<p>concept webs  ESL methods Vertical Sentences</p>
---	--	--	---	---

**Reading Standards: Literature**

<p><b>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Refer to details and examples in the text when explaining what the text is saying.</p> <p>Use details from the text when drawing conclusions from the text.</p>	<p>How do I find details and examples in a text when explaining what the text says?  How do we organize details in the text?  How do I support my inferences about a text?  How do I make good inferences when I read?</p>	<p><a href="#">Drawing Conclusions Poster</a></p> <p>All Reading Street Literature: Because of Winn-Dixie Genre: Realistic Fiction Coyote School News: Historical Fiction Grace and the Time Machine: Play</p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1699">http://www.tncurriculumcenter.org/learning_expectation/1699</a></p>
---	--	---	--	---

<p><b>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Figure out the theme of a story, drama, or poem from details in the text.</p> <p>Summarize the text and explain my thinking.</p>	<p>Why should we figure out the theme of a story?  How do we determine or figure out the theme?</p>	<p><a href="#">Plot poster</a></p> <p><a href="#">Summarize Poster</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1700">http://www.tncurriculumcenter.org/learning_expectation/1700</a></p> <p><a href="#">Theme Lesson PPT</a> mrsadams4thgradeclass.weebly.com/uploads/6/2/.../theme-lesson_6.2.ppt Reading Street: Because of Winn-Dixie Genre: Realistic Fiction Grace and the Time Machine: Play</p>
---	--	--	---	---

<p><b>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Fully describe a character, setting, or event in the story using specific details such as the character's thoughts, words, or actions.</p>	<p>What do you need to include to create a clear, detailed description of a character, setting, or event?</p> <p>How do the character's thoughts, words, and actions contribute to your understanding of the character?</p> <p>Why did the author use this particular setting?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1701">http://www.tncurriculumcenter.org/learning_expectation/1701</a></p> <p>Grandfather's Journey: Historical Fiction</p> <p>Letters Home from Yosemite: Narrative Nonfiction</p>
<p><b>4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Use context clues to help figure out the meaning of words and phrases I don't understand.</p> <p>Identify word meaning that connects to mythology by using a variety of tools such as a dictionary or other online tool.</p>	<p>Why is it important to figure out the meaning of unknown words and phrases in the text?</p> <p>What is important about the words and phrases that come from mythology?</p> <p>What was the purpose of this word or phrase? Why did the author choose this instead of a different one?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1705">http://www.tncurriculumcenter.org/learning_expectation/1705</a></p> <p><a href="http://edsitement.neh.gov/lesson-plan/it-came-greek-mythology#sect-activities">http://edsitement.neh.gov/lesson-plan/it-came-greek-mythology#sect-activities</a></p> <p><a href="http://www.mybookezz.com/mythology-themes-for-4th-grade/">http://www.mybookezz.com/mythology-themes-for-4th-grade/</a></p> <p><a href="http://religions.mrdonn.org/powerpoints/myths.html">http://religions.mrdonn.org/powerpoints/myths.html</a></p>
<p><b>4.RL.CS.5 Explain the major differences</b></p>	<p><b>English Language Development Standard 1</b></p>	<p><b>I Can:</b></p>	<p>What are the major differences</p>	<p><a href="http://www.everythingliteracy.com">Author's Purpose Poster, everythingliteracy.com</a></p>

<p><b>between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text</b></p>	<p>English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p>Describe the differences in structure of poems, drama, and prose.</p> <p>Describe the differences in the purpose of poems, drama, and prose.</p> <p>Explain and use the structural elements of poems (verse, rhythm, meter).</p> <p>Explain and use the structural elements of a drama (cast, setting, stage directions).</p>	<p>between poems, drama, and prose?</p> <p>What are the structural elements of poems? Drama, and prose?</p> <p>Why do you think the author chose to write in this form?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1703">http://www.tncurriculumcenter.org/learning_expectation/1703</a></p> <p>Reading Street: The Horned Toad Prince Genre: Modern Fairy Tale</p> <p>Grace and the Time Machine: Play</p> <p>Lewis and Clark and Me</p> <p><a href="http://literature.pppst.com/index.html">http://literature.pppst.com/index.html</a></p> <p><a href="http://religions.mrdonn.org/powerpoints/myths.html">http://religions.mrdonn.org/powerpoints/myths.html</a></p> <p><a href="http://www.kidsconnect.com/subjectindex/20-educational/language-arts/345-poetry.html">http://www.kidsconnect.com/subjectindex/20-educational/language-arts/345-poetry.html</a></p>
---	---	--	---	--

<p><b>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Compare and contrast different narrators' points of view.</p> <p>Explain how and why the narrators may have different points of view.</p> <p>Explain the difference between the first and third</p>	<p>What is a narrator?</p> <p>Why is it important to know who the narrator is?</p> <p>How can I use clues to help me figure out the point of view of the characters?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1704">http://www.tncurriculumcenter.org/learning_expectation/1704</a></p> <p>Reading Street: Marven of the Great North Woods: Biography</p> <p>Letters Home from Yosemite: Narrative Nonfiction <a href="#">Point of View Lesson PowerPoint - eradingworksheets</a> <a href="http://www.ereadingworksheets.com">www.ereadingworksheets.com</a></p>
---	--	---	--	---

		<p>person point of view.</p> <p>Explain why the author chose to write using the first or third person point of view.</p>		<p>om/point-of-view.../point-of-view.ppt</p>
<p><b>4.RL.IK.7 Make connections between the print versions of a story or drama and a visual or oral presentation of the same text.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Make connections between a text and the text's visuals.</p> <p>Identify where and why the versions are the same and different.</p>	<p>How can using information from the illustrations and words help me better understand what I read?</p> <p>How can I use illustrations and text to show that I understand the characters, setting, or plot?</p> <p>How does visualizing help me understand what I read?</p> <p>Why would a text and a different version of the same text not be exactly the same?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1705">http://www.tncurriculumcenter.org/learning_expectation/1705</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/reel-scoop-comparing-books-46.html">http://www.readwritethink.org/classroom-resources/lesson-plans/reel-scoop-comparing-books-46.html</a></p> <p><a href="http://www.tncurriculumcenter.org/resource/1901">http://www.tncurriculumcenter.org/resource/1901</a></p> <p><a href="http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_An_Informative_and_Impressionistic_Look.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_An_Informative_and_Impressionistic_Look.aspx</a></p>
<p><b>4.RL.IK.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic</p>	<p><b>I Can:</b></p> <p>Identify similar themes across texts.</p> <p>Compare and contrast the treatment of similar themes.</p>	<p>How are themes from different cultures similar or different?</p> <p>Are there themes that are universally important to all or most cultures?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1706">http://www.tncurriculumcenter.org/learning_expectation/1706</a></p>

	success in the content area of <b>Language Arts.</b>			
<b>Reading Standards: Informational Text</b>				
<b>4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</b>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Locate and use evidence from the text to make inferences.</p> <p>Locate and use evidence from the text to draw conclusions</p> <p>Locate and use evidence from the text to make a prediction</p> <p>Locate and use evidence from the text to generalize</p>	How can I use evidence from the text to help me figure out meaning?	All stories
<b>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</b>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Use clue from the text and pictures to figure out the main idea.</p> <p>Use clues from the text to summarize the text.</p> <p>Choose the most important details to help summarize the text.</p>	<p>How does determining the main idea help with our reading comprehension?</p> <p>Why do we need to share details when we discuss or figure out the main idea?</p> <p>What does a good summary include?</p> <p>How can I determine the main idea of a text even if it is not clearly stated?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1709">http://www.tncurriculumcenter.org/learning_expectation/1709</a></p> <p>Science and Social studies texts</p> <p>Posters from <a href="http://www.everythingliteracy.com">www.everythingliteracy.com</a></p> <p><a href="#">Summarize Poster</a></p> <p><a href="#">Main Idea and Details Poster</a></p> <p>Reading Street:</p> <p>Letters Home from Yosemite: Narrative Nonfiction</p>

			How can I tell the most important ideas in this text?	Marven of the Great North Woods: Biography
<b>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text</b>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Explain the main points in a non-fiction or expository text accurately.</p> <p>Support my explanation by using specific details from the text.</p> <p>Organize the events, procedures, or concepts.</p>	<p>How can we organize this new information?</p> <p>Which tool would be best for organizing this information?</p> <p>Would you use the same tool next time? Why or why not?</p>	<p>Science and Social studies texts</p> <p>Grandfather's Journey Genre: Historical Fiction</p> <p><a href="http://teacher.depaul.edu/Reading_NONFICTION_Grade4.html">http://teacher.depaul.edu/Reading_NONFICTION_Grade4.html</a></p> <p><a href="http://illinois.pioneersandprairies.com">Illinois Pioneers and Prairies</a></p> <p><a href="http://kidshealth.org/kid/recipes/">http://kidshealth.org/kid/recipes/</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1710">http://www.tncurriculumcenter.org/learning_expectation/1710</a></p>
<b>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</b>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Figure out the meaning of academic words or phrases by using a variety of strategies.</p> <p>Figure out the meaning of content words or phrases using a variety of strategies.</p>	<p>Why is it important to figure out unknown words?</p> <p>Which strategies do you know to figure out unknown words in informational text?</p> <p>Which strategy might help the most with informational text?</p>	<p>Science and Social studies texts</p> <p>Content vocabulary development</p> <p><a href="http://jcschools.net/tutorials/vocab/tn.html">http://jcschools.net/tutorials/vocab/tn.html</a></p>
<b>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information</b>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within</p>	<p><b>I Can:</b></p> <p>Describe the organizational structure of the</p>	<p>What is the text structure?</p> <p>How does this text structure help you</p>	<p>Science and Social studies texts</p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1710">http://www.tncurriculumcenter.org/learning_expectation/1710</a></p>

<p><b>in a text or part of a text.</b></p>	<p>the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p>different kinds of expository text.</p> <p>Locate specific signal words that will help me understand the text.</p> <p>Explain why the author chose to use this structure to help me understand the text.</p>	<p>organize your thinking?</p> <p>What are some signal words that you discovered in this text?</p> <p>Why did the author choose this text structure?</p>	<p><a href="#">tion/1712</a></p> <p><a href="http://teacher.depaul.edu/Reading_NONFICTION_Grade4.html">http://teacher.depaul.edu/Reading_NONFICTION_Grade4.html</a></p> <p>A Garden in Lawndale</p> <ul style="list-style-type: none"> <li>• <a href="#">Pilsen, A Community Changes</a></li> </ul> <p>Posters from everythingliteracy.com:</p> <p><a href="#">Sequence Poster</a></p> <p><a href="#">Sequence Poster</a></p> <p><a href="#">Cause and Effect Poster</a></p> <p>Reading Street: Letters Home from Yosemite: Narrative Nonfiction</p>
<p><b>4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Explain the difference between a first-hand and second-hand account or story of the same event or topic.</p> <p>Compare and contrast a first-hand and second-hand account or story of the same event or topic.</p>	<p>Why is it important to look at first-hand and second-hand accounts of the same event or story?</p> <p>Which account is more accurate? Why?</p> <p>Why do the first-hand and second-hand accounts sometimes differ?</p>	<p>Yosemite: Narrative Nonfiction</p> <p>Biographies/Autobiographies</p> <p><a href="http://www.timeforkids.com/files/homework_helper/aplus.../Biosampler.pdf">www.timeforkids.com/files/homework_helper/aplus.../Biosampler.pdf</a></p> <p><a href="#">Point of View Lesson PowerPoint</a> - <a href="http://ereadingworksheets.com/point-of-view.../point-of-view.ppt">ereadingworksheets.com/point-of-view.../point-of-view.ppt</a></p>
<p><b>4.RI.IK1.7 Interpret information presented</b></p>	<p><b>English Language Development Standard 1</b></p>	<p><b>I Can:</b> Interpret</p>	<p>Why does the writer include a</p>	<p>Science and Social Studies</p>

<p><b>visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</b></p>	<p>English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p>information presented in charts, graphs, timelines, or websites.</p> <p>Explain why the author included a chart, graph, timeline or link to a website.</p> <p>Explain how the visual or graphic information helps me understand the text near it.</p> <p>Figure out if the included chart, graph, or timeline helps me understand.</p>	<p>chart, graph, timeline, or website link instead of explaining the information in words?</p> <p>Does the author's choice of the graph, chart, timeline, or website link always help you better understand new information?</p>	<p>Texts Timelines Maps Graphs Charts</p> <p><a href="http://www.tv411.org/reading/understanding-what-you-read/reading-charts-and-graphs/activity/1/2">http://www.tv411.org/reading/understanding-what-you-read/reading-charts-and-graphs/activity/1/2</a></p> <p><a href="http://www.socialstudiesforkids.com/subjects/timelines.htm">http://www.socialstudiesforkids.com/subjects/timelines.htm</a></p> <p><a href="http://www.socialstudiesforkids.com/subjects/maps/modern.htm">http://www.socialstudiesforkids.com/subjects/maps/modern.htm</a></p>
<p><b>4.RI.IK1.8 Explain how an author uses reasons &amp; evidence to support particular points in text.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p><b>I Can:</b></p> <p>Explain how the author uses reasons and evidence to support particular points in a text.</p> <p>Give reasons why the author's reasons are based on evidence in the text</p>	<p>Should we believe everything a writer tells us?</p> <p>How can we use details in the text to figure out if the writer's reasons were strong or weak?</p>	<p><a href="http://www.readworks.org/lessons/grade3/authors-purpose/lesson-2">http://www.readworks.org/lessons/grade3/authors-purpose/lesson-2</a></p> <p><a href="#">Fact and Opinion Poster</a></p> <p>Reading Street: Marven of the Great North Woods: Biography</p> <p><a href="http://eslbee.com/persuasion_essays_models.htm">http://eslbee.com/persuasion_essays_models.htm</a></p>
<p><b>Writing Standards</b></p>				
<p><b>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p>	<p><b>I Can:</b></p> <p>Introduce a topic or text clearly</p> <p>State my opinion on</p>	<p>How can I introduce my topic in order to gain my audience's attention?</p> <p>Which facts and</p>	<p>Link to TNCore writing rubrics</p> <p><a href="http://www.tncore.org/english_language_arts/writing_test.aspx">http://www.tncore.org/english_language_arts/writing_test.aspx</a></p>

<p>a. Introduce topic or text.</p> <p>b. Develop an opinion with reasons that are supported by facts and details.</p> <p>c. Create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Link opinion and reasons using words and phrases.</p> <p>f. Apply language standards addressed in the Foundational Literacy standards.</p>	<p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>.</p>	<p>a topic</p> <p>Support my opinion with facts and details</p> <p>Use words or phrases that link my opinion with my reasons</p> <p>Write a concluding statement related to my opinion</p>	<p>details should I choose to support my opinion?</p> <p>Which words or phrases should I choose to link my ideas together?</p> <p>How can I write an effective concluding statement?</p>	
---	---	--	--	--

<p><b>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b></p> <p>a. Orient the reader by establishing a</p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social and Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic</p>	<p><b>I Can:</b></p> <p>Explain what a narrative piece of text is and what it includes.</p> <p>Organize my narrative story or text so that it makes sense.</p> <p>Develop a clear picture of my</p>	<p>Why are some stories better than others?</p> <p>What does a good narrative include?</p> <p>How does a good hook help the reader?</p> <p>How does dialogue help the reader?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1735">http://www.tncurriculumcenter.org/learning_expectation/1735</a></p> <p><a href="http://www.tncurriculumcenter.org/learning_expectation/1737">http://www.tncurriculumcenter.org/learning_expectation/1737</a></p> <p>Link to writing rubrics and samples: <a href="http://tncore.org/english_language_arts/writing_test.aspx">http://tncore.org/english_language_arts/writing_test.aspx</a></p>
---	--	---	---	---

<p><b>situation, using a narrator and/or introducing characters.</b></p> <p><b>b. Organize an event sequence that unfolds naturally and logically.</b></p> <p><b>c. Use dialogue and description to develop experiences and events or show the response of characters to situations.</b></p> <p><b>d. Use a variety of transitional words and phrases to manage the sequence of events.</b></p> <p><b>e. Provide a conclusion that follows from the narrated experience or events.</b></p> <p><b>f. Use precise words, phrases, and sensory details to convey experiences and events.</b></p> <p><b>g. Apply language standards addressed in the Foundational Language</b></p>	<p>success in the content area of <b>Language Arts.</b></p>	<p>characters through the use of dialogue and descriptive words.</p> <p>Include transition words to show the sequence of events.</p> <p>Choose words and phrases that show the experience and events clearly.</p> <p>Wrap up with my narrative with a conclusion that makes sense.</p>	<p>Does word choice make a difference to the reader?</p> <p>Do all narratives have happy ever after endings?</p>	<p><a href="http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm">http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm</a></p> <p><a href="http://www.kidskonnnect.com/subjectindex/20-educational/language-arts/350-writing-styles.html">http://www.kidskonnnect.com/subjectindex/20-educational/language-arts/350-writing-styles.html</a></p>
--	---	--	--	---

standards.				
<p><b>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations in writing types are defined in standards 1-3.)</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Plan my writing so that it is clear.</p> <p>Organize my writing so that it matches the purpose.</p> <p>Plan my writing for a particular audience.</p>	<p>What do we need to think about before we write?</p> <p>How can we make sure that our writing is appropriate to the task? To the purpose? To the audience?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1741">http://www.tncurriculumcenter.org/learning_expectation/1741</a></p> <p><a href="http://www.curriculumassociates.com/educator-resources/write/Graphic_Org/ceGrades3-5.htm">http://www.curriculumassociates.com/educator-resources/write/Graphic_Org/ceGrades3-5.htm</a></p>
<p><b>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Plan my writing before I start so that I know the purpose and task.</p> <p>Reread my work to see if it makes sense.</p> <p>Reread my work to see if I can make the writing stronger with better word, phrase, or sentence choice.</p> <p>Reread my writing and look for errors in punctuation and grammar.</p>	<p>What does a quality piece of writing look and sound like?</p> <p>What are some of the traits of strong writing?</p> <p>How can I provide feedback for myself or others to strengthen our writing?</p> <p>Are revising and editing the same thing?</p>	<p><a href="http://www.tncurriculumcenter.org/learning_expectation/1742">http://www.tncurriculumcenter.org/learning_expectation/1742</a></p> <p><a href="http://blogs.egusd.net/ccss/ela/rubrics-k-12/">http://blogs.egusd.net/ccss/ela/rubrics-k-12/</a></p>
<p><b>4.W.PDW.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing, as</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language</b></p>	<p><b>I Can:</b></p> <p>Include technology as part of the writing process.</p> <p>Use the internet as a resource for my</p>	<p>How can using technology help with our writing?</p> <p>How can we work with other writers and readers using technology?</p>	<p><a href="http://www.kidscomputerlab.org/index.php/computer-skills/">http://www.kidscomputerlab.org/index.php/computer-skills/</a></p> <p><a href="http://www.learninggamesforkids.com/keyboarding_games.html">http://www.learninggamesforkids.com/keyboarding_games.html</a></p>

<p><b>well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.</b></p>	<p><b>Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p>writing.</p> <p>Produce and publish a piece of writing using technology.</p> <p>Practice my keyboarding skills to improve my fluency.</p>	<p>What keyboarding skills are needed to write accurately and efficiently?</p>	
---	--	--	--	--

<p><b>4.W.RBPK.9 Draw evidence from literary or informational texts, to support analysis, reflection, and research, applying grade 4 standards for reading.</b></p>	<p><b>English Language Development Standard 1</b> English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p><b>English Language Development Standard 2</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts.</b></p>	<p><b>I Can:</b></p> <p>Draw evidence from what I read to support my thought processes and products.</p> <p>Refer to the text when drawing conclusions in answering questions.</p> <p>Refer to the text when describing or explaining story elements in a narrative.</p>	<p>What evidence can I find to support my ideas?</p> <p>What clues does the author give me to help me draw conclusions?</p> <p>What does the author show me about the setting and characters?</p>	<p><a href="http://www.readworks.org/lessons/grade4/character">http://www.readworks.org/lessons/grade4/character</a></p> <p><a href="http://www.kidskonnnect.com/subjectindex/20-educational/language-arts/349-write-away.html">http://www.kidskonnnect.com/subjectindex/20-educational/language-arts/349-write-away.html</a></p>
---	--	--	---	---

**Figure A: The English Language Development Standards**

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies