

Second Edition

DataWORKS Educational Research

# English Language Development

Learning Objectives & Vocabulary

Copyright ©2017 DataWORKS Educational Research. All rights reserved

No part of this work may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without the prior written permission of DataWORKS Educational Research unless such copying is expressly permitted by federal copyright law as permitted under Sections 107 or 108 of the 1976 United States Copyright Act.

# Table of Contents

## Quick Links

Click on the page number.

## Introduction

- [2](#) Learning Objectives
- [3](#) Learning Objectives Overview

## English Language Development (ELD)

### Part I Interacting in Meaningful Ways

- [4](#) A Collaborative **C**
- [5](#) B Interpretive **I**
- [7](#) C Productive **P**

### Part II Learning About How English Works

- [9](#) A Structuring Cohesive Text **SCT**
- [10](#) B Expanding and Enriching Ideas **EI**
- [11](#) C Connecting and Condensing Ideas **CCI**

### Part III Literacy in an Alphabetic Writing System

- [12](#) Oral Skills and Print Skills

## Vocabulary

- [13](#) Types of Vocabulary
- [15](#) Academic Vocabulary

## Table of Contents

While on any other page,  
click on “English Language  
Development” to come back  
to this page.

## Introduction – Learning Objectives

### Learning Objectives

A Learning Objective is a statement that describes what students will be able to do at the end of the lesson, independently and successfully, as a result of instruction.

### Importance of Learning Objectives

- Defines the purpose of the entire lesson
- Ensures that the Independent Practice matches
- Verifies that the lesson matches a standard
- Prevents lessons from becoming activities rather than content
- Focuses students' attention when taught

### Crafting Learning Objectives from English Language Development Standards

The English Language Development Learning Objectives crafted from the English Language Development Standards contain **three major parts**:

**Skills** – measurable verbs that match Independent Practice (*identify, write, calculate*)

**Concepts** – topic or big idea of the lesson, usually nouns (*decimal, figurative language*)

**Context** – restricting condition or how to do it (*using a number line, in a poem*)

## Grade 4 ELD Learning Objectives Overview

Domain	Standards	Learning Objectives		
		Emerging	Expanding	Bridging
<b>Part I: Interacting in Meaningful Ways</b>				
<b>A Collaborative C</b>	4			
C.1 Exchanging information/ideas		2	3	4
C.2 Interacting via written English		1	1	1
C.3 Offering opinions		1	1	1
C.4 Adapting language choices		1	1	1
<b>B Interpretive I</b>	4			
I.5 Listening actively		2	2	2
I.6 Reading/viewing closely		7	7	7
I.7 Evaluating language choices		2	2	2
I.8 Analyze language choices		1	1	1
<b>C Productive P</b>	4			
P.9 Presenting		2	2	2
P.10 Writing		4	4	4
P.11 Supporting opinions		2	2	2
P.12 Selecting language resources		3	3	3
<b>Part II: Learning About How English Works</b>				
<b>A Structuring Cohesive Texts SCT</b>	2			
SCT.1 Understanding text structure		2	2	2
SCT.2 Understanding cohesion		3	3	3
<b>B Expanding and Enriching Ideas EEI</b>	3			
EEI.3 Using verbs and verb phrases		2	2	2
EEI.4 Using nouns and noun phrases		1	1	1
EEI.5 Modifying to add details		1	1	1
<b>C Connecting and Condensing Ideas CCI</b>	2			
CCI.6. Connecting ideas		1	1	1
CCI.7 Condensing ideas		1	1	1
<b>Part III: Literacy in an Alphabetic Writing System</b>				
<b>Total</b>	<b>19</b>	<b>39</b>	<b>40</b>	<b>41</b>

## Grade 4 – Part I: Interacting in Meaningful Ways



## A. Collaborative

Emerging	Expanding	Bridging
<b>4.C.1 Exchanging information/ideas</b>		
Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	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.
<b>EME C.1.1</b> Ask questions. <b>EME C.1.2</b> Answer questions.	<b>EXP C.1.1</b> Ask questions. <b>EXP C.1.2</b> Affirm other students. <b>EXP C.1.3</b> Add relevant information.	<b>BRI C.1.1</b> Ask questions. <b>BRI C.1.2</b> Affirm other students. <b>BRI C.1.3</b> Add relevant information. <b>BRI C.1.4</b> Provide feedback.
<b>4.C.2 Interacting via written English</b>		
Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
<b>EME C.2</b> Write short passages.	<b>EXP C.2</b> Write passages.	<b>BRI C.2</b> Write passages.
<b>4.C.3 Offering opinions</b>		
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.	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.	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.
<b>EME C.3</b> Use persuasion.	<b>EXP C.3</b> Use persuasion.	<b>BRI C.3</b> Use persuasion.
<b>4.C.4 Adapting language choices</b>		
Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	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.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.
<b>EME C.4</b> Adjust language choices.	<b>EXP C.4</b> Adjust language choices.	<b>BRI C.4</b> Adjust language choices.

## Grade 4 – Part I: Interacting in Meaningful Ways



## B. Interpretive

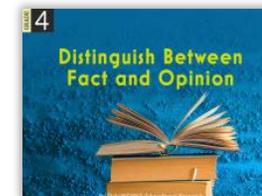
Emerging	Expanding	Bridging
<b>4.I.5 Listening actively</b>		
Demonstrate active listening of read- alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	Demonstrate active listening of read- alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	Demonstrate active listening of read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
<b>EME I.5.1</b> Ask questions in oral presentations. <b>EME I.5.2</b> Answer questions in oral presentations.	<b>EXP I.5.1</b> Ask questions in oral presentations. <b>EXP I.5.2</b> Answer questions in oral presentations.	<b>BRI I.5.1</b> Ask questions in oral presentations. <b>BRI I.5.2</b> Answer questions in oral presentations.
<b>4.I.6. Reading/viewing closely</b>		
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.	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.	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>EME I.6.a.1</b> Describe ideas. <b>EME I.6.a.2</b> Describe phenomena. <b>EME I.6.a.3</b> Describe text elements.	<b>EXP I.6.a.1</b> Describe ideas. <b>EXP I.6.a.2</b> Describe phenomena. <b>EXP I.6.a.3</b> Describe text elements.	<b>BRI I.6.a.1</b> Describe ideas. <b>BRI I.6.a.2</b> Describe phenomena. <b>BRI I.6.a.3</b> Describe text elements.
		
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.	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.	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.
<b>EME I.6.b.1</b> Use affixes to determine the meaning of unknown words. <b>EME I.6.b.2</b> Use context to determine the meaning of unknown words. <b>EME I.6.b.3</b> Use reference materials to determine the meaning of unknown words. <b>EME I.6.b.4</b> Use visual cues to determine the meaning of unknown words.	<b>EME I.6.b.1</b> Use morphology to determine the meaning of unknown words. <b>EME I.6.b.2</b> Use context to determine the meaning of unknown words. <b>EME I.6.b.3</b> Use reference materials to determine the meaning of unknown words. <b>EME I.6.b.4</b> Use visual cues to determine the meaning of unknown words.	<b>EME I.6.b.1</b> Use morphology to determine the meaning of unknown words. <b>EME I.6.b.2</b> Use context to determine the meaning of unknown words. <b>EME I.6.b.3</b> Use reference materials to determine the meaning of unknown words. <b>EME I.6.b.4</b> Use visual cues to determine the meaning of unknown words.

## Grade 4 – Part I: Interacting in Meaningful Ways



## B. Interpretive

Emerging	Expanding	Bridging
<b>4.I.7 Evaluating language choices</b>		
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.	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.	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.
<b>EME I.7.1</b> Describe language used to present ideas. <b>EME I.7.2</b> Describe language used to support an idea.	<b>EXP I.7.1</b> Describe language used to present ideas. <b>EXP I.7.2</b> Describe language used to support an idea.	<b>BRI I.7.1</b> Describe language used to present ideas. <b>BRI I.7.2</b> Describe language used to support an idea.
<b>4.I.8 Analyze language choices</b>		
Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as whined versus said).	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.	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.
<b>EME I.8</b> Recognize the effect of words.	<b>EXP I.8</b> Recognize the effect of words.	<b>BRI I.8</b> Recognize the effect of words.



## Grade 4 – Part I: Interacting in Meaningful Ways



## C. Productive

Emerging	Expanding	Bridging
<b>4.P.9 Presenting</b>		
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.	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.	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.
<b>EME P.9.1</b> Plan an oral presentation.	<b>EXP P.9.1</b> Plan an oral presentation.	<b>BRI P.9.1</b> Plan an oral presentation.
<b>EME P.9.2</b> Deliver an oral presentation.	<b>EXP P.9.2</b> Deliver an oral presentation.	<b>BRI P.9.2</b> Deliver an oral presentation.
<b>4.P.10 Writing</b>		
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.	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.	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>EME P.10.a.1</b> Write a narrative.	<b>EXP P.10.a.1</b> Write a narrative.	<b>BRI P.10.a.1</b> Write a narrative.
<b>EME P.10.a.2</b> Write informative text.	<b>EXP P.10.a.2</b> Write informative text.	<b>BRI P.10.a.2</b> Write informative text.
b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	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).
<b>EME P.10.b.1</b> Write a summary.	<b>EXP P.10.b.1</b> Write a summary.	<b>BRI P.10.b.1</b> Write a summary.
<b>EME P.10.b.2</b> Write about an experience.	<b>EXP P.10.b.2</b> Write about an experience.	<b>BRI P.10.b.2</b> Write about an experience.
<b>4.P.11 Supporting opinions</b>		
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.	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.	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>EME P.11.a</b> Support opinions.	<b>EXP P.11.a</b> Support opinions.	<b>BRI P.11.a</b> Support opinions.
b) Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	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 . . .).
<b>EME P.11.b</b> Express opinions using modals.	<b>EXP P.11.b</b> Express opinions using modals.	<b>BRI P.11.b</b> Express opinions using modals.

## Grade 4 – Part I: Interacting in Meaningful Ways



## C. Productive

Emerging	Expanding	Bridging
<b>4.P.12</b> Selecting language resources		
a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.	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.	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>EME P.12.a.1</b> Use academic words. <b>EME P.12.a.2</b> Use content words.	<b>EXP P.12.a.1</b> Use academic words. <b>EXP P.12.a.2</b> Use content words.	<b>BRI P.12.a.1</b> Use academic words. <b>BRI P.12.a.2</b> Use content words.
b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy.).	b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy.).	b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly.).
<b>EME P.12.b</b> Select appropriate affixes.	<b>EXP P.12.b</b> Select appropriate affixes.	<b>BRI P.12.b</b> Select appropriate affixes. 

## Grade 4 – Part II: Learning About How English Works



## A. Structuring Cohesive Texts

Emerging	Expanding	Bridging
<b>4. SCT.1 Understanding text structure</b>		
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.	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.	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.
<b>EME SCT.1.1</b> Show understanding of texts. <b>EME SCT.1.2</b> Write text.	<b>EXP SCT.1.1</b> Show understanding of texts. <b>EXP SCT.1.2</b> Write text.	<b>BRI SCT.1.1</b> Show understanding of texts <b>BRI SCT.1.2</b> Write text.
		
<b>4. SCT.2 Understanding cohesion</b>		
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.	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.	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>EME SCT.2.a</b> Connect nouns to pronouns.	<b>EXP SCT.2.a</b> Connect nouns to pronouns.	<b>BRI SCT.2.a</b> Connect nouns to pronouns.
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.	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.	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
<b>EME SCT.2.b.1</b> Identify connecting words. <b>EME SCT.2.b.2</b> Use connecting words.	<b>EXP SCT.2.b.1</b> Identify connecting words. <b>EXP SCT.2.b.2</b> Use connecting words.	<b>BRI SCT.2.b.1</b> Identify connecting words. <b>BRI SCT.2.b.2</b> Use connecting words.

## Grade 4 – Part II: Learning About How English Works



## B. Expanding and Enriching Ideas

Emerging	Expanding	Bridging
<b>4. EEI.3 Using verbs and verb phrases</b>		
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.	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.	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.
<b>EME EEI.3.1</b> Use frequently used verbs. <b>EME EEI.3.2</b> Use simple verb tenses.	<b>EXP EEI.3.1</b> Use different verb types. <b>EXP EEI.3.2</b> Use simple verb tenses.	<b>BRI EEI.3.1</b> Use different verb types. <b>BRI EEI.3.2</b> Use simple verb tenses.
<b>4. EEI.4 Using nouns and noun phrases</b>		
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.	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.	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.
<b>EME EEI.4</b> Expand sentences using noun phrases.	<b>EXP EEI.4</b> Expand sentences using noun phrases.	<b>BRI EEI.4</b> Expand sentences using noun phrases.
<b>4. EEI.5 Modifying to add details</b>		
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.).	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.).	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.).
<b>EME EEI.5</b> Expand sentences using adverbials.	<b>EXP EEI.5</b> Expand sentences using adverbials.	<b>BRI EEI.5</b> Expand sentences using adverbials.

## Grade 4 – Part II: Learning About How English Works



## c. Connecting and Condensing Ideas

Emerging	Expanding	Bridging
<b>4. CCI.6 Connecting ideas</b>		
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).	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).	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).
<b>EME CCI.6</b> Create complex sentences.	<b>EXP CCI.6</b> Create complex sentences.	<b>BRI CCI.6</b> Create complex sentences.
<b>4. CCI.7 Condensing ideas</b>		
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.	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.	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.
<b>EME CCI.7</b> Combine clauses.	<b>EXP CCI.7</b> Combine clauses.	<b>BRI CCI.7</b> Combine clauses.

## Grade 4 – Part III: Using Foundational Literacy Skills



## Literacy in an Alphabetic Writing System

Phonological Awareness		
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.
Print concepts, Phonics & Word Recognition, Fluency		
Print Skills	No or little native language literacy	Students will need instruction in print concepts
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts, and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order).

## Types of Vocabulary

<b>DataWORKS</b>	<p><b>Conversational Vocabulary</b></p> <p>Should be taught in emerging ELD lessons. Includes High-Frequency Words: <i>see, you, like, hello, house, car, boy, girl, school, etc.</i></p>	<p><b>Academic Vocabulary</b> (used across all disciplines)</p> <p><i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p> <p>Often not taught in Textbooks</p>	<p><b>Content Vocabulary</b> (content specific)</p> <p><i>main idea, thesis statement, denominator, linear equation, Civil War, separation of powers, mitosis, cell wall, Solar System</i></p> <p>Taught during Concept Development in a Well-Designed lesson</p>	<p><b>Support Vocabulary</b> (students need definitions to support reading, but students don't need to learn the word)</p> <p><i>halibut, hammock, port, starboard</i></p> <p>Often over-emphasized in Textbooks.</p>
<b>Common Core</b>	<p><b>Common Core Tier One words</b> (everyday speech)</p> <p>Emerging ELD</p>	<p><b>Common Core Tier Two words</b> (general academic words)</p> <p>Informational text <i>relative, vary, formulate, specificity, accumulate</i></p> <p>Technical text <i>calibrate, itemize, periphery</i></p> <p>Literary text <i>misfortune, dignified, faltered, unabashedly</i></p>	<p><b>Common Core Tier Three words</b> (domain-specific words)</p> <p><i>lava, legislature, circumference, aorta</i></p>	<p><b>Number of NEW Words that should be taught per lesson:</b></p> <p><b>K – 1<sup>st</sup> 2-3 words</b>  <b>2<sup>nd</sup> – 3<sup>rd</sup> 3-4 words</b>  <b>4<sup>th</sup> – 6<sup>th</sup> 5-6 words</b>  <b>7<sup>th</sup> – 12<sup>th</sup> 6-7 words</b></p> <p><b>Adapted from: <i>How the Brain Learns</i> by David Sousa</b></p>

## Reading Success

Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary\* words brings that total up to 90% comprehension (Nation & Waring, 1997). The remaining unknown words in academic text will largely be Content and Support Vocabulary and should be learned within the context of lessons throughout the school year.

Words Known	Comprehension
Most common 2000 words	80%
Plus 570 Academic Vocabulary Words	90%
Plus Remaining Content and Support Vocabulary	95-100%

\* DataWORKS has taken the list of 570 words and further categorized them as Academic or Content based on their potential use. For example *area* is an academic vocabulary word when referring to area of study; however, *area* is a content vocabulary word when referring to the space of a two-dimensional figure.

To compile this vocabulary list, DataWORKS has analyzed the text of the ELD State Standards and extracted the **most important Academic and Content** area vocabulary. These vocabulary lists:

- Should be used when designing ELD lessons.
- Are broken down into Academic and Content Vocabulary. Some words can be both.
- Feature grade-appropriate definitions.
- Note the frequency of each word within the standards (in parentheses after the word if the word is used more than once).

Example

**connection** – link, relationship

↑  
vocabulary from  
the standards

↑  
grade-appropriate  
definition

In addition, the DataWORKS Word Lists (by grade level) can be found at [www.dataworks-ed.com/resources](http://www.dataworks-ed.com/resources).

## Academic Vocabulary – Grade 4 ELD (from the Common Core Standards)



**according** (EME, EXP) – agrees with a plan  
**accurate** (EME, EXP, BRI) – done correctly  
**active** (EXP, BRI) – doing something  
**adjust** (EM, EXP, BRI) – to change something slightly  
**apply** (EME, EXP, BRI) – to use an idea or process  
**appropriate** (EME, EXP, BRI) – correct or relevant  
**audience** (EME, EXP, BRI) – people who watch and listen to someone



**basic** (EME) – at the simplest level



**clear** (BRI) – to explain well  
**coherent** (BRI, EXP, BRI) – all parts make sense  
**collaborate** (EME, EXP, BRI) – to work together  
**combine** (EME, EXP, BRI) – to join together; unite  
**concise** (EXP) – short, with no unnecessary words  
**condense** (EME, EXP, BRI) – to make something shorter  
**connect** (EME) – to join two or more things together  
**contribute** (EME, EXP, BRI) – to help make something happen  
**conversation** (EME, EXP, BRI) – an informal talk  
**create** (BRI) – make



**deliver** (EME, EXP, BRI) – to give a talk  
**demonstrate** (EME, EXP, BRI) – show how something is done  
**describe** (EME, EXP, BRI) – to give details  
**detail** (EME, EXP) – one of many small facts  
**different** (EME, EXP, BRI) – not like someone else  
**discussion** (EXP, BRI) – a conversation  
**distinguish** (EME, EXP, BRI) – to tell apart



**effect** (EXP) – the way in which an event changes someone or something  
**expand** (EME, EXP, BRI) – to become larger  
**express** (EME, EXP, BRI) – to show what you are thinking



**familiar** (EME, EXP, BRI) – well known to you  
**feedback** (BRI) – advice  
**frequent** (EME, EXP) – very often or many times



**general** (EME, EXP, BRI) – the whole rather than the parts; not specific

## Academic Vocabulary – Grade 4 ELD (from the Common Core Standards)



**increase** (EME, EXP, BRI) – go up in amount, number, or degree



**light** (BRI) – not too much



**minimal** (BRI) – almost none  
**moderate** (EXP) – in between



**negotiate** (EME, EXP, BRI) – to discuss something to reach an agreement



**occasional** (EXP) – happens sometimes  
**organized** (EME, EXP, BRI) – arranged or ordered well



**phenomena** (EME) – things or objects known through the senses

**plan** (EME, EXP, BRI) – a set of actions to achieve something

**precise** (EME, EXP, BRI) – information that is clear and correct

**present** (EME), EXP, BRI) – speaking in front of a group to tell them information

**prompt** (EME, EXP, BRI) – to encourage someone

**provide** (BRI) – to give something to someone



**relevant** (EME, EXP, BRI) – directly related to the subject

**resource** (EME, EXP) – a book, film, or picture

**response** (EME) – something that is done as a reply



**select** (EME, EXP, BRI) – to make a choice

**similar** (EME, EXP) – like something else

**specific** (EME, BRI) – affecting only one thing; precise

**substantial** (EME) – large in amount or number

**support** (EME, EXP, BRI) – approval, encouragement

## Academic Vocabulary – Grade 4 ELD (from the Common Core Standards)



**temper** (EME, EXP, BRI) – to make something less extreme



**variety** (EME, EXP, BRI) – a lot of things of the same type  
that are different

**various** (EME, BRI) – several types

NON-FICTION  
love  
MLK  
tempus  
Chronos  
Hamlet  
HAPPINESS  
romance  
sunset  
house; meanwhile, I  
you dance...  
MONEY CANNOT BUY HAPPINESS.  
courage  
love  
dictus - dictax