



ESSENTIAL TOOLS

ENGLISH LEARNER LEARNING OBJECTIVES

**Using the California Standards numbering system.

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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 a Learning Objective

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

Crafting Learning Objectives from Common Core Standards

The Common Core Learning Objectives crafted from the Common Core 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 such as, using a number line or in a poem



Grade 4 ELD Learning Objectives Overview

Domain	Standards	Learning Objectives		
		Emerging	Expanding	Bridging
Part I: Interacting in Meaningful Ways				
A Collaborative C	4			
C.1 Exchanging information/ideas		2	3	4
C.2 Interacting via written English		1	1	1
C.3 Supporting opinions and persuading others		1	1	1
C.4 Adapting language choices		1	1	1
B Interpretive I	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 Analyzing language choices		1	1	1
C Productive P	4			
P.9 Presenting		2	2	2
P.10 Writing		4	4	4
P.11 Justifying/arguing		2	2	2
P.12 Selecting language resources		3	3	3
Part II: Learning About How English Works				
A Structuring Cohesive Texts SCT	2			
SCT.1 Understanding text structure		2	2	2
SCT.2 Understanding cohesion		3	3	3
B Expanding and Enriching Ideas EEI	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
C Connecting and Condensing Ideas CCI	2			
CCI.6. Connecting ideas		1	1	1
CCI.7 Condensing ideas		1	1	1
Part III: Literacy in an Alphabetic Writing System				
Total	19	33	34	35



Grade 4 – Part I: Interacting in Meaningful Ways

A. Collaborative

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.C.1 Exchanging information/ideas	<p>C.1.1 Ask questions.</p> <p>C.1.2 Affirm other students.</p> <p>C.1.3 Add relevant information.</p> <p>C.1.4 Provide feedback.</p>	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.
4.C.2 Interacting via written English	C.2 Write passages.	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.



Grade 4 – Part I: Interacting in Meaningful Ways

A. Collaborative

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.C.3 Offering opinions	C.3 Use persuasion.	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), 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>I agree with X, but . . .</i>), 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., <i>That's a good idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
4.C.4 Adapting language choices	C.4 Adjust language choices.	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.



Grade 4 – Part I: Interacting in Meaningful Ways

B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.I.5 Listening actively	<p>I.5.1 Ask questions in oral presentations.</p> <p>I.5.2 Answer questions in oral presentations.</p>	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.
4.I.6 Reading/viewing closely	<p>I.6.A.1 Describe ideas.</p> <p>I.6.A.2 Describe phenomena.</p> <p>I.6.A.3 Describe text elements.</p>	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.
	<p>I.6.B.1 Use morphology to determine the meaning of unknown words.</p> <p>I.6.B.2 Use context to determine the meaning of unknown words.</p> <p>I.6.B.3 Use reference materials to determine the meaning of unknown words.</p> <p>I.6.B.4 Use visual cues to determine the meaning of unknown words.</p>	b) Use knowledge of frequently used affixes (e.g., <i>un-</i> , <i>mis-</i>) 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.



Grade 4 – Part I: Interacting in Meaningful Ways

B. Interpretive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.1.7 Evaluating language choices	<p>1.7.1 Describe language used to present ideas.</p> <p>1.7.2 Describe language used to support an idea.</p>	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.
4.1.8 Analyzing language choices	1.8 Recognize the effect of words.	Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as <i>whined</i> versus <i>said</i>).	Distinguish how different words with similar meanings (e.g., describing a character as <i>smart</i> versus an <i>expert</i>) and figurative language (e.g., <i>as big as a whale</i>) produce shades of meaning and different effects on the audience.	Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>entertaining</i> versus <i>thrilling</i> , <i>possibly</i> versus <i>certainly</i>) and figurative language produce shades of meaning and different effects on the audience.



Grade 4 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.P.9 Presenting	P.9.1 Plan an oral presentation. P.9.2 Deliver an oral presentation.	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.	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.
4.P.10. Writing	P.10.A.1 Write a narrative. P.10.A.2 Write informative text.	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.
	P.10.B.1 Write a summary. P.10.B.2 Write about an experience.	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).



Grade 4 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.P.11. Supporting opinions	P.11.A Support 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.	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.
	P.11.B Express opinions using modals.	b) Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, will, maybe</i>).	b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).



Grade 4 – Part I: Interacting in Meaningful Ways

C. Productive

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.P.12 Selecting language resources	P.12.A.1 Use academic words. P.12.A.2 Use content words.	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.
	P.12.B Select appropriate affixes.	b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy.).	b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm <i>un</i> happy.).	b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm <i>un</i> comfortable. They left reluctantly.).



Grade 4 – Part II: Learning About How English Works

A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.SCT.1 Understanding text structure	SCT.1.1 Show understanding of texts. SCT.1.2 Write text.	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.
4.SCT.2 Understanding cohesion	SCT.2.A Connect nouns to pronouns.	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.



Grade 4 – Part II: Learning About How English Works

A. Structuring Cohesive Texts

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.SCT.2 Understanding cohesion	<p>SCT.2.B.1 Identify connecting words.</p> <p>SCT.2.B.2 Use connecting words.</p>	<p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>first, yesterday</i>) to comprehending texts and writing basic texts.</p>	<p>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., <i>since, next, for example</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>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., <i>for instance, in addition, at the end</i>) to comprehending texts</p>



Grade 4 – Part II: Learning About How English Works

B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.EEI.3 Using verbs and verb phrases	<p>EEI.3.1 Use frequently used verbs.</p> <p>EEI.3.2 Use simple verb tenses.</p>	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.
4.EEI.4 Using nouns and noun phrases	EEI.4 Expand sentences using 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.	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.



Grade 4 – Part II: Learning About How English Works

B. Expanding and Enriching Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.EEI.5 Modifying to add details	EEI.5 Expand sentences using adverbials.	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 <i>to the soccer field</i> .).	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 <i>quietly</i> . They ran <i>across the soccer field</i> .).	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 <i>quietly all night in their room</i> .).



Grade 4 – Part II: Learning About How English Works

C. Connecting and Condensing Ideas

Standard	Learning Objectives	Elaborations		
		Emerging	Expanding	Bridging
4.CCI.6 Connecting ideas	CCI.6 Create compound sentences.	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 <i>and</i> , <i>but</i> , <i>so</i>).	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., <i>The deer ran because the mountain lion came.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>).	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., <i>Since the lion was at the waterhole, the deer ran away.</i>), to make a concession, or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>).
4.CCI.7 Condensing ideas	CCI.7 Combine clauses.	Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The woman is a doctor. She helps children.</i> (The woman is a doctor <i>who helps children.</i>) 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, <i>The dog ate quickly. The dog choked.</i> The dog ate so quickly <i>that it choked.</i>) 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, <i>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.</i>) to create precise and detailed sentences.



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

(Across Grades)

DataWORKS	<p>Conversational Vocabulary</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>Academic Vocabulary - used across all disciplines (often not taught in textbooks)</p> <p>Examples: <i>distinguish, corresponds, combine, separate, analysis, symbolic</i></p> <p>Often not taught in Textbooks</p>	<p>Content Vocabulary - content specific (taught during Concept Development in EDI Lessons)</p> <p>Examples: <i>main idea, thesis statement, figurative language, denominator, linear equation, addition, ratios, perimeter Civil War, separation of powers, legislative branch, mitosis, cell wall, photosynthesis, solar system.</i></p> <p>Taught during Concept Development in a Well-Designed lesson</p>	<p>Support Vocabulary - in specific textbooks and worksheets; may be challenging for EL students (often over-emphasized in textbooks)</p> <p>Examples: <i>halibut, hammock, port, starboard</i></p> <p>Often over-emphasized in Textbooks.</p>
	<p>Tier One Words (everyday speech)</p> <p>Beginning ELD</p>	<p>Tier Two Words (general academic words)</p> <p>Examples in Informational Text: <i>relative, vary, formulate, specificity, accumulate</i></p> <p>Examples in Technical Text: <i>calibrate, itemize, periphery</i></p> <p>Examples in Literary Text: <i>misfortune, dignified, faltered, unabashedly</i></p>	<p>Tier Three Words (domain-specific words)</p> <p>Examples: <i>lava, legislature, circumference, aorta</i></p>	<p>Number of NEW Words that should be taught per lesson:</p> <p>K – 1st 2-3 words 2nd – 3rd 3-4 words 4th – 6th 5-6 words 7th – 12th 6-7 words</p> <p>Adapted from: <i>How the Brain Learns</i> by David Sousa</p>



Types of Vocabulary

Reading Success

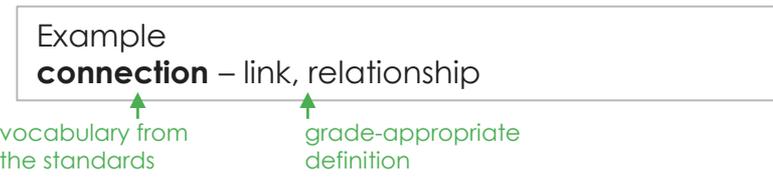
Readers can read effectively when they can understand at least 95% of the words they read. Knowing only the most common 2000 words, studies show that readers should be able to comprehend about 80% of an average academic text. Adding in a list of 570 Academic and Content Vocabulary* words brings that 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 an 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 Common Core State Standards and extracted the **most important Academic** and **Content** area vocabulary. These vocabulary lists:

- Should be used when designing Common Core 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 parenthesis after the word if the word is used more than once)



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



A

- 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

B

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

C

- 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

C

- contribute** (EME, EXP, BRI) – to help make something happen
- conversation** (EME, EXP, BRI) – an informal talk
- create** (BRI) – make

D

- 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 something else
- discussion** (EXP, BRI) – a conversation
- distinguish** (EME, EXP, BRI) – to tell apart

E

- 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

F

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

G

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

I

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

L

- light** (BRI) – not too much

M

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

N

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

O

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



P

- 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

P

- 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

S

- 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

T

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

V

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



Curriculum Support for Early Literacy

Teaching Students to Read

Launch to Literacy is a comprehensive literacy program that teaches students to read. It builds phonetic elements and literacy skills systematically to help students advance from Level A to Level C and become proficient readers.

Level A

For students who are beginning to learn the English Language. Students will learn the basic foundations of the English Language, including letter-names and letter-sound correspondences.

Level B

For students who have a basic foundation of the letter names and letter-sound correspondences. Students will continue to practice literacy skills to develop more fluency before becoming fully literate.

Level C

For students who are ready to learn complex letter-patterns of the English Language and commit them to mastery. By the end of Level C, students will be proficient readers so they can focus on reading comprehension and advances language skills.

Program Structure

Click-n-Go

Launch to Literacy is an online daily curriculum that can be used in parts or as a stand along program. Teachers project daily lessons and activities on a screen and guides students through the program.

Paced

The program covers 360 days of instructions separated into four quarters. Each level includes an online Scope & Sequence, and weekly and daily pacing calendars.

Reading Essentials

This program incorporates all essential elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Reading Comprehension, Writing, Listening & Speaking, and Language.

Contact Dataworks
info@dataworks-ed.com
800-495-1550

For the next level of literacy skills, inquire about our Link to Literacy program.



Curriculum Support for English Language Learners

Improving Students' Language Skills

Launch to Literacy is a comprehensive program for English Learners who understand the fundamentals of phonics and phonemic awareness but need more support for grade-level content. This program will help them improve their reading comprehension and fluency while simultaneously learning English.

Level D

Developing. Students at this level typically progress very quickly. They develop their ability to use English for immediate needs and begin to understand and use academic vocabulary.

Level E

Expanding. Students at this level learn to expand their English skills in more contexts with greater variety of vocabulary and language, appropriate to their age and grade level.

Level F

Flourishing. Students at this level learn to apply a range of high-level English language skills in a wide variety of contexts, building their fluency with comprehension and production of written English texts.

Program Structure

Click-n-Go

Link to Literacy is an online daily curriculum that can be used in parts or as a stand-alone program. Teachers project daily lessons and activities on a screen and guide students through the program.

Paced

The program covers 150 days with 45-minute blocks of instruction, separated into four quarters. Each level includes an online Scope & Sequence, and a weekly pacing calendar.

Language Essentials

This program focuses on language skills such as reading comprehension, grammar, and vocabulary. It also provides lessons for planning, and writing narrative, informative, and persuasive texts.

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For a beginning literacy program, inquire about our Launch to Literacy program.

