

**Santee School District**  
**Report Card Addendum for English Language Development**  
**4<sup>th</sup> Grade – Bridging**



**Student:**  
**ELD Assessment Level:**

**School:**  
**EL Start Date:**

**Assess by Trimester Only. Indicate with a plus or minus that satisfactory progress for each standard.**

ELD Standards	T1	T2	T3
<p><b>1. Exchanging information and ideas</b>            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.</p>			
<p><b>2. Interacting via written English</b>            Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>			
<p><b>3. Offering opinions</b>            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.</p>			
<p><b>4. Adapting language choices</b>            Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</p>			
<p><b>5. Listening actively</b>            Demonstrate active listening of read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>			
<p><b>6. Reading/viewing closely</b></p> <p>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> <p>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.</p>			
<p><b>7. Evaluating language choices</b>            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.</p>			
<p><b>8. Analyzing language choices</b>            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.</p>			
<p><b>9. Presenting</b>            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.</p>			

ELD Standards	T1	T2	T3
<p><b>10. Writing</b></p> <p>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> <p>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).</p>			
<p><b>11. Supporting opinions</b></p> <p>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> <p>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 . . .).</p>			
<p><b>12. Selecting language resources</b></p> <p>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> <p>b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly.).</p>			
<p><b>ELD Grading for Report Card (Total number of +)</b>  <b>10-12 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</b></p>			