

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Type Task - Key Chart

Listening Task Types	Speaking Task Types
LSE – Listen to a Short Exchange K-12 LCC – Listen to a Classroom Conversation 3-12 LST – Listen to a Story K-5 LPR – Listen to an Oral Presentation K-12	STS – Talk About a Scene IK-12 SFN – Speech Functions 2-12 SRN – Retell a Narrative K-5 SSO – Support and Opinion K-12 SAP – Summarize an Academic Presentation K-12
Reading Task Types	Writing Task Types
RCS – Read and Choose a Sentence 1-12 RSP – Read a short Informational Passage 1-12 RLT – Read a Literary Passage 1-12 RIF – Read and Informational Passage 1-12 RSE – Read a Student Essay 3-12	WDP – Describe a Picture 1-12 WEX – Write About an Experience 3-12 WAI – Write about Academic Information 3-12 WJO – Justify an Opinion 3-12

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

DESIGNATED ELD/ELPAC SPIRALS REVIEW – GRADE 4

Unit 1 Wonders

Week 1

Weekly Concept: Clever Ideas

Essential Question: Where do good ideas come from?

Listening -- LSE

Listen to a Short Exchange



Student Stimuli

Communicative Context

Students are provided with a picture of the two speakers. Students answer one question about the conversation. The answer choices may be pictures or text.

Students listen to a conversation to answer questions.



Teacher Prompt

SAY Listen to a conversation between a man and a woman.

SAY The man says, "Paulina, may I have a slice of your pizza?"

SAY The woman says, "Sure, but I have to let the queen taste my cooking first. I want to win the competition."

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

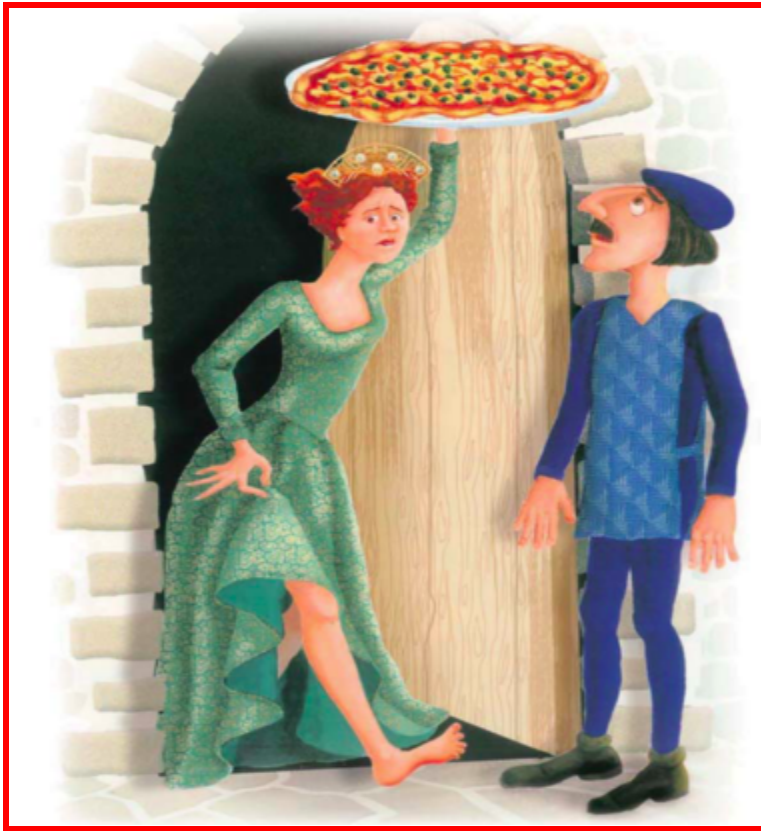


Photo Retrieved from Wonders, Literature Anthology, Grade 4, The Princess and the Pizza, p. 21.

What does the man ask the woman to do?

- A** He asked her to help him win the competition.
- B** He asked her to give him a slice of pizza.

What does the man ask the woman to do?

- A** He asked her to help him win the competition.
- B** He asked her to give him a slice of pizza.
- C** He asked her why she looked upset.

C He asked her why she looked upset.

Speaking -- STS

Talk About a Scene



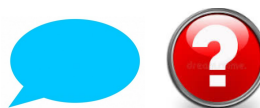
Student Stimuli



Wonders ELD Oral Language Cards Unit 1

Communicative Context

Students orally describe a common scene, usually in a school context.



Teacher Prompt and **Question Stems** (NOTE: "Teacher Prompt" and "Question Stems" are one in the same for the Speaking portion of the ELPAC).

SAY Look at the picture. I am going to ask you some questions about it.

SAY What is the girl doing?

SAY Describe what the two girls in the corner are doing.

SAY What kind of place is this?

SAY Tell me something else about the picture.

Reading -- RCS

Read and Choose a Sentence



Student Stimuli



Communicative Context

Students are provided with a picture and a relevant question.
Students look at a picture and select a corresponding sentence.



Teacher Prompt

SAY Look at the picture.

SAY Choose the sentence that matches the picture.

Question Stem

Contextually-based, multiple-choice questions relevant to the picture.

The people are

A standing outside

B on a tour

C having a conversation



Wonders Alignment

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Wonders ELD Oral Language Card Unit 1

The people are

- A** standing outside
- B** on a tour
- C** having a conversation

Writing -- WDP

Describe a Picture



Student Stimuli

Directions

You and your partner need to describe a picture. Your partner started writing a paragraph. The paragraph contains errors. Read your partner's paragraph below then follow the directions.

Communicative Context

Students are provided with a graphic and the student paragraph in an enclosed text box. The paragraph contains two to three errors. Students read a student essay to identify and correct grammatical errors. The student writes his or her response.



Teacher Prompt

SAY This Writing task is called **Describe a Picture**.

SAY For this task, you and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph and then follow the directions.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4



The students are doing a rading assignment. The tablets is used for the assignment. The reading assignment is important.

This paragraph has TWO errors. Rewrite the sentence correctly.

Directions

You and your partner need to describe a picture. Your partner started writing a paragraph. The paragraph contains errors. Read your partner's paragraph below then follow the directions.



Question Stems

Look at this paragraph.

This paragraph has TWO errors. Rewrite the paragraph correctly.

Look at this paragraph.

The students are doing a rading assignment. The tablets is used for the assignment. The reading assignment is important..

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

DESIGNATED ELD/ELPAC SPIRALS REVIEW – GRADE 4

Week 2

Weekly Concept: Think of Others

Essential Question: How do your actions affect others?

Listening -- LCC

Listen to a Classroom Conversation



Student Stimuli

1. What subject do you think the children are talking about?

- A** Science
- B** Math
- C** History

2. Why did Betsy Ross choose a 5 pointed star for the flag?

- A.** She liked the 5 pointed star better.

Communicative Context

Students are provided with question stems and answers. Students listen to a classroom conversation to answer questions.



Teacher Prompt

SAY Now you are going to answer some Listening questions.

SAY While listening to the conversation, you may take notes. Your notes will not be read or scored.

SAY Listen to a conversation between a boy and a girl. Listen carefully. You will hear the conversation only once. After listening, you will answer some questions.

SAY Each question only has one answer.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

B. The 5 pointed star could be made in 1 cut.

C. She didn't know how to make a 6 pointed star.

3. What type of business did Betsy Ross have?

A. A flower shop.

B. A bakery.

C. An upholstery business.

SAY Remember, you can take notes while you are listening.

SAY When the [recording/information] is finished, you will answer some questions.

SAY We will listen and answer questions. Let's get ready.

Girl

I wonder why George Washington asked Betsy Ross to help him make the first American flag?

Boy

That is really interesting! I think it was because she had an upholstery business and was really good at sewing.

Girl

Do you remember what kind of stars George Washington and Betsy Ross were talking about putting on the flag? I remember they needed to work together to figure it out.

Boy

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

George Washington wanted to put a 6 point star on the flag. He said it was because it was easier to cut.

Girl

Oh yes. Now I remember. But didn't Betsy show him how quickly she could make a 5 pointed star with one cut?

Boy

Yes. That is how we ended up with 5 pointed stars on our flag.

Girl

I can't imagine it with different colors or stars. But this is really cool information.

Boy

Yes our history is very interesting!

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Speaking -- SFN	
Speech Functions  Student Stimuli Listen to your teacher describe a situation. Then listen to the questions.	Communicative Context The Teacher describes a situation to the student that might occur in a school context. The student then gives an answer of what he or she would say in the situation.  Teacher Prompt SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. SAY You would like to listen to some music in class. What would you say to your teacher? Function: Asking for information The student might say "May I turn on the music?" or "I would like to know if I can turn on some music?"

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

	Rubric		
	Score 0	Score 1	Score 2
	* Response does not address the language function. * Response contains no English. * No response, "I don't know," or is completely unintelligible.	* Response addresses the language function in a limited way. Listener effort is required to interpret meaning. * Errors in grammar, word choice, pronunciation, or intonation impede meaning	* Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. * Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Reading -- RSP	
Read a Short Informational Passage Student Stimuli	Communicative Context Students are provided with a short informational passage and a series of relevant questions. NOTE: This task type may or may not include a picture. Students read an informational passage and answer questions.  Teacher Prompt* SAY Now you are going to answer some Reading questions. SAY During this part, you may take notes. *modified teacher prompt  Question Stems Questions are text-dependent with multiple choice responses.

Red Fish, Blue Fish

Most fish settle conflicts over territory without fighting. But Siamese fighting fish, also known as bettas, are little fish with a big mean streak. Brightly colored bettas in pet stores have been specially bred for their beautiful veil-like fins. In the wild, they live in rice paddies in Southeast Asia.

If threatened, male Siamese fighting fish switch back and forth between face-to-face and side-to-side positions. Facing each other, they flare out flaps of skin on their necks and extend their fins. This makes them seem twice their size. Side-to-side, they flicker their fins and beat the water with their tails. Tail beating gets faster and faster until one male backs down. The loser lowers his fins and puts his tail down. His bright red, blue, or purple body color fades to a dull hue. Defeated, he swims away.

Whether it is to communicate where to find something or to tell someone to “steer clear,” animal dances can tell us a lot!

According to the passage, what is the main idea of the text?

- A.** Most fish fight to defend themselves for their territory.
- B.** Most fish are able to settle conflicts over territory without fighting.
- C.** Male Siamese fish will fight in order to defend themselves for their territory.
- D.** Siamese fish have tails that move back and forth.

When do you know that the Siamese fish has lost the fight?

- A.** When both fight fish face each other and flare out their flaps.
- B.** When the tail beating gets faster and faster.
- C.** When the loser lowers his fins and put his tail down.
- D.** When the loser’s fins turns purple

“Dances with Animals” by Ellen R. Braaf, from *Ask* magazine. Copyright © 2009 by Carus Publishing. Reprinted by permission of the publisher.

For CAASPP.ORG Practice Test ELA Grade 4

1. According to the passage, what is the main idea of the text?

- A.** Most fish fight to defend themselves for their territory.
- B.** Most fish are able to settle conflicts over territory without fighting.
- C.** Male Siamese fish will fight in order to defend themselves for their territory.
- D.** Siamese fish have tails that move back and forth.

2. When do you know that the Siamese fish has lost the fight?

- A.** When both fight fish face each other and flare out their flaps.
- B.** When the tail beating gets faster and faster.
- C.** When the loser lowers his fins and put his tail down.
- D.** When the loser’s fins turns purple

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Writing -- WEX

Write About an Experience



Student Stimuli

Think about a time when someone wouldn't listen to your ideas. What were your ideas? How did the person respond? What did you do? Describe your experience.

Communicative Context

Students are provided with a personal narrative prompt.

Students write a single paragraph about a personal experience based on a prompt.



Teacher Prompt

SAY This Writing task is called **Write About an Experience**.

SAY You are going to write a paragraph in English about your personal experience. Your paragraph should include at least three complete sentences and should have a beginning, middle, and an end. You should use descriptions, details, and examples to make your writing interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.



Question Stems

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Think about a time when someone wouldn't listen to your ideas. What were your ideas? How did the person respond? What did you do? Describe your experience.



Writing Paper Needed

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

DESIGNATED ELD/ELPAC SPIRALS REVIEW – GRADE 4

Weekly Concept: Take Action

Essential Question: How do people respond to natural disasters?

Week 3

Listening -- LST

Listen to a Story



Student Stimuli

Communicative Context

Students are provided with question stems and answers.

Students listen to a narrative text to answer questions.



Teacher Prompt

SAY Now you are going to answer some Listening questions.

SAY While listening to the story, you may take notes. Your notes will not be read or scored.

SAY Each question only has one answer.

SAY Remember, you can take notes while you are listening.

SAY When the story is finished, you will answer some questions.

1. What happens first in the story?

- A** The boy meets Coyote.
- B** The boy hears Blue Jay.
- C** Coyote takes the bread.

2. Why does Coyote decide to trick the boy?

- A** Coyote knows where Blue Jay is.
- B** The boy likes the woods.
- C** Coyote is hungry.

3. What is the last thing that happens in the story?

- A** Grandmother tells the boy to stay out of the woods.
- B** Coyote runs away with the boy's bread.
- C** Grandmother tells the boy he should have stayed on the right path.

SAY We will listen and answer questions. Let's get ready.

Coyote's Song

A boy was visiting his grandmother's farm. The boy saw many things as he explored the farm's fields. He even heard a blue jay.

The boy said, "I will follow the sound of Blue Jay because I want to see his blue feathers and listen to his song. I will give him some bread." He walked slowly and cautiously, with care. He remembered Grandmother's warning. "Do not wander into the woods."

Soon he ran into Coyote, who was hungry and looking for food. Coyote saw the bread and became even hungrier. Quietly, he muttered to himself, "I will trick that boy and get his bread."

Coyote said, "I can sing a song and perform for you, and then you can give me your bread."

Coyote began howling and barking. The boy said, "That isn't singing! I want to hear Blue Jay's song. The bread is for him."

Coyote quickly thought of a new plan to get the bread. Coyote said, "I will take you to Blue Jay. Come with me into the woods."



COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

The boy remembered Grandmother's warning not to go into the woods, but he did not listen. "Let's go," said the boy.

Coyote began running through the woods. He said, "We must run! Blue Jay will depart soon and when he leaves he will be gone." Coyote called out for the boy to run faster and faster.

The boy did not want to miss Blue Jay. He was fast, but it was hard to run through the thick woods. He stumbled and tripped on roots, which stuck up out of the ground.

Accustomed to running in the woods, Coyote was used to jumping over the roots. His plan to get the bread was working. Coyote said, "You are slowed down and burdened by carrying that bread. I will carry it for you so you can run faster."

The boy said, "If you think that will help, here is the bread."

Coyote took the bread in his mouth and ate it. "Thank you for the meal!" Coyote howled as he ran away.

The boy had been tricked! Now, he was lost. He found his way to Grandmother's home by dinner and told her what happened.

Grandmother said, "Leaving the right path can cause trouble. You are lucky you only lost some old, stale bread."



Questions and Passage retrieved from Wonders



COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

***Practice Workbook, Grade 4, Unit 1, Week 1, pp.
3-5***

Speaking -- SRN

Retell a Narrative



Student Stimuli

Communicative Context

Students are provided with four (4) pictures representing a narrative.

Students orally retell a narrative that follows a series of pictures.



Teacher Prompt



Teacher Prompt and **Question Stems** (NOTE: “Teacher Prompt” and “Question Stems” are one in the same for the Speaking portion of the ELPAC).

SAY Look at the pictures.

SAY I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story [back to your partner, back to me].

SAY Joshua went for a walk. When he came back home, he saw a burglar in his house.

SAY Instead of going in his house, Joshua found a phone and called the police for help.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4



SAY Officer Lopez answered the phone at the police station.

SAY Officer Lopez told Joshua not to worry, and that help was on the way.

SAY Joshua waited for the police to arrive.

SAY Officer Lopez arrived quickly, and was able to capture the robber. He thanked Joshua for calling the police for help instead of trying to speak to the robber by himself.

SAY Now use all the pictures to tell the story back to me.

Rubric

Score 0	Score 1	Score 2
* Response does not address the language function. * Response contains no English. * No response,	* Response addresses the language function in a limited way. Listener effort is required to interpret	* Response appropriately addresses the language function in a clear way. No listener effort is required to

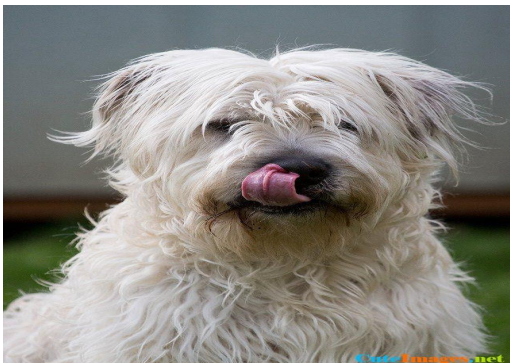
COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

	"I don't know," or is completely unintelligible.	meaning. * Errors in grammar, word choice, pronunciation, or intonation impede meaning	interpret meaning. * Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Reading -- RLT	
Read a Literary Passage  Student Stimuli 	Communicative Context Students are provided with a picture and grade-level appropriate literary passage. A series of comprehension questions follow the passage. Students read a literary passage.  Teacher Prompt* SAY Now you are going to answer some Reading questions. SAY During this part, you may take notes. *modified teacher prompt  Question Stems (description) Comprehension-based, text dependent questions. These questions require both explicit and inferential understanding of the text. The questions focus on

The Stray Dog

Kwan was in his neighborhood, walking home from the bus stop, when a medium-sized dog came running up to him. It was a shaggy white dog with orange spots and floppy ears and looked as if it didn't belong to anybody. Kwan bent down for a closer look. He didn't recognize the animal from any of the families in the neighborhood. The dog was a big fluffy ball of dirt and had no tags, so there was little doubt. The dog was a stray. Kwan wondered what he should do.

Kwan walked the rest of the way to his house, the dog following behind him. When Kwan reached his front door, he picked up the dog and walked inside. The dog wagged his tail frantically with pleasure at being held. He felt like a huge sack of marbles in Kwan's arms as Kwan carried him into the kitchen. His father was there pouring orange juice into a glass. He took one look at Kwan and the dog and nearly dropped the carton of juice.

"You can't keep it, Kwan," his father said. "I've already explained to you that we don't have the time or space for a dog."

"I know, Dad," said Kwan, putting the dog down on the floor. "But he's definitely a stray, and I really want to help him." The dog ran over to the kitchen door where Kwan's dad kept a pair of running shoes. He took both shoes in his mouth and ran back over to Kwan and plopped the shoes down in front of him. The dog sat there with his tongue hanging out, wagging his tail. Just then, Kwan's mom walked in.

character (feelings, motives, and actions), text structure, author's diction, and other literary elements.

1. What is the main problem Kwan faces in the story?

- A** The stray dog keeps following him
- B** The stray dog is hungry
- C** The stray dog has fleas
- D** The stray dog wants to play

2. What is Kwan's mother's suggestion?

- A** To see if Uncle Bae can dogsit the dog
- B** To see if Uncle Bae to walk it home
- C** To see if Uncle Bae wants to keep it
- D** To set the dog free

3. What is Uncle Bae's first reaction to the dog?

- A** He likes the dog

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

“I guess he likes shoes,” she said, smiling. “Why don’t you take him to Uncle Bae’s and see if he wants the dog?” She looked at Kwan pointedly and said, “He gets so few visitors.”

“Okay, okay. I’ll go see Uncle Bae,” said Kwan. He grabbed an old belt from the closet to use for a leash and walked out the door.

Uncle Bae was Kwan’s least favorite relative, mainly because he was a real grump. He was about as warm as a block of ice. As a young man, Uncle Bae had fought in the army and had his vision severely damaged so that now he could barely see.

“Come in!” his uncle called when Kwan rang the bell. Kwan walked into the living room with the dog, saying, “Hi, Uncle Bae. It’s me, Kwan.” His uncle was sitting in an easy chair.



“This stray dog followed me home this afternoon and Mom and Dad said I couldn’t keep it,” Kwan announced. “We thought you might like to keep him.”

“What am I going to do with a dog?” said Uncle Bae angrily. “Get him away. But first, go get my shoes. They’re in my bedroom.”

Kwan smiled knowingly at the dog. He walked the dog into Uncle Bae’s bedroom and brought him over to a pair of loafers. The dog grabbed the shoes in his mouth and ran back into the living room. He plopped the loafers right in Uncle Bae’s lap. Uncle Bae’s face lit up like the sun. It was the first time in a long time that Kwan saw his Uncle Bae smile. Uncle Bae looked at Kwan and said, “What should I name him?”

B He doesn’t want the dog near him

C He wants to give the dog to his daughter

D He wants to sale the dog

4. What is the solution to Kwan’s problem?

A Uncle Bae decides to keep the dog

B Kwan must give the dog to a neighbor

C Kwan has to call the pound to pick the dog up

D Kwan keeps the dog for himself

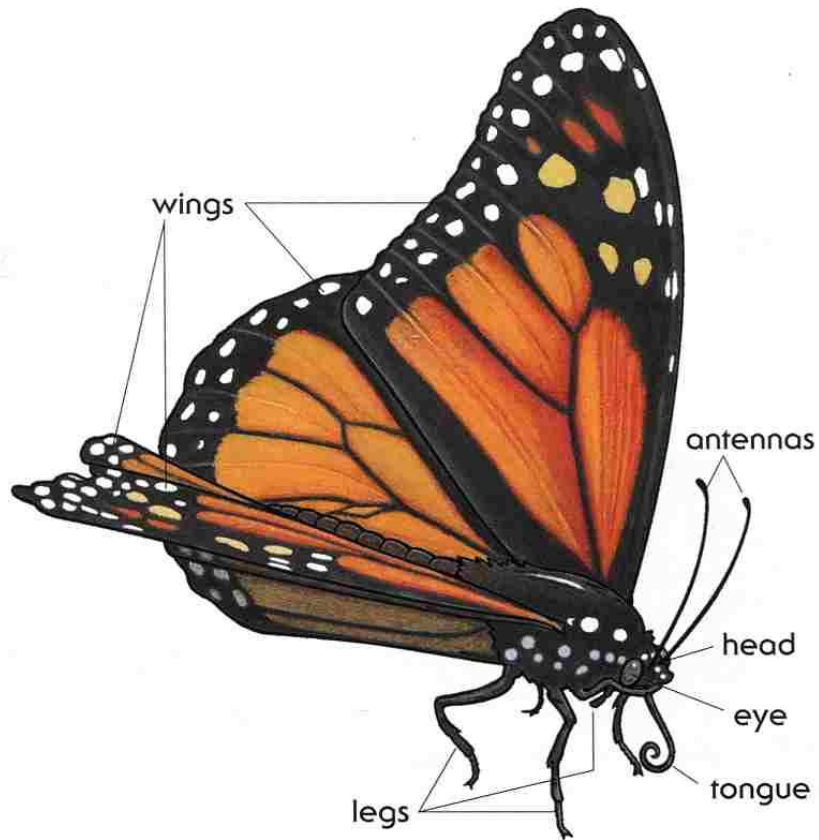
COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Writing -- WAI	
Write About Academic Information  Student Stimuli	Communicative Context Students are provided with an informational chart, table, graphic organizer, or diagram. Students also receive a topic sentence to scaffold their writing. Students write about a graphic pertaining to a group project.  Teacher Prompt SAY This Writing task is called Write About Academic Information. SAY Your classmate started writing the details with this sentence: Monarch butterflies are insects with large wings. Now it's your turn to add to the paragraph about Monarch butterflies. Write one sentence telling more about the diagram of the Monarch butterfly. Use the details from the diagram to help you.

Parts of a Monarch Butterfly



29



Question Stems

Directions

You are writing an informative paragraph with a classmate. Your classmate researched the information about the parts of a Monarch butterfly. Look at the details. Then you will write more of the facts about the Monarch butterfly.

1 Your classmate started writing the details with this sentence:

Monarch butterflies are insects with large wings.

Now it's your turn to add to the paragraph about Monarch butterflies. Write one sentence telling more about the diagram of the Monarch butterfly. Use the details from the diagram to help you.

2 Now, continue the informational writing about the parts of a Monarch butterfly. Write two or more sentences providing details from the diagram to help you.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

1. Now it's your turn to add to the description. Write one sentence telling more about the Monarch Butterfly's appearance. Use the details from the diagram to help you.

Monarch butterflies are insects with large wings.

2. Now, continue the description about the Monarch butterfly. Write two or more sentences providing details from the diagram to help you.



Writing Paper Needed

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

DESIGNATED ELD/ELPAC SPIRALS REVIEW – GRADE 4

Week 4

Weekly Concept: Ideas in Motion

Essential Question: How can science help you understand how things work?

Listening -- LPR

Listen to an Oral Presentation



Student Stimuli



Communicative Context

Students are provided with a relevant graphic, question stems, and answers.

Students listen to an informational text to answer questions.



Teacher Prompt

SAY Now you are going to answer some Listening questions.

SAY While listening to the story, you may take notes. Your notes will not be read or scored.

SAY Each question only has one answer.

SAY Remember, you can take notes while you are listening.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

1. Why was Julie at the firehouse?

- A** Her house was on fire.
- B** She was visiting her brother, Charlie.
- C** Her brother had to babysit her since her mom was not home.

2. How was Charlie able to slide down the fire pole quickly?

- A** Gravity pulled Charlie down the pole quickly.
- B** Friction pulled Charlie down the pole quickly.
- C** The pole is long, Charlie can slide quickly.

3. How was Charlie able to stop himself on the fire pole?

- A** Charlie used gravity to stop himself.
- B** Charlie used a brake pedal to stop himself.
- C** Charlie used friction to stop himself by pressing his hands, legs and feet against the pole.

SAY When the story is finished, you will answer some questions.

SAY We will listen and answer questions. Let's get ready.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

4. Why was Charlie explaining how different forces work?

- A** He wanted to show Julie how to use the fire pole and play with the firehouse dog.
- B** Charlie was bored and wanted to play.
- C** Charlie was trying to help Julie to understand her homework.

A Firehouse Lesson

Julie sat at a large table in the firehouse, struggling with her homework. Her older brother Charlie, a firefighter, sat watching television nearby.

“Why do I have to be here anyway? It’s so noisy,” Julie said.

“Mom isn’t home, so it’s better for you to be here with me,”

Charlie responded. “What are you working on?”

“Mrs. Krandle’s science lesson, and it’s very difficult,” she said.

Charlie walked over to Julie and took a peek at her notebook.

“I remember this!” he said smiling. “Maybe I can help.”

The Pull of Gravity

Charlie walked over to the fire pole, a metal pole which ran through a hole in the floor and connected the two levels of the firehouse.

“Using this pole allows us to get downstairs and to a fire faster than a staircase would,” Charlie explained as he grabbed onto the pole and slid down to the first floor. Julie jumped up from her chair and looked down the hole at him.

“Gravity pulled me down here quickly,” he yelled up to her. He walked back upstairs. “Gravity is the force that pulls objects toward each other.”

“But how did you stop?” Julie asked.

“Friction,” he answered. “Friction is a force that resists the sliding of one object over another. I pressed my hands, legs, and feet against the pole as I descended, creating friction and slowing me down enough to stop.”

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

A Ball in Motion

Charlie took another look in Julie's notebook. He called out to the firehouse's energetic dog named Wheels. Wheels came running.

"How cute!" Julie exclaimed.

Charlie took a ball from a table drawer and placed it on the floor.

"Let's try an experiment," Charlie said. "Take a look at this ball. Inertia means that an object at rest tends to stay at rest."

Seeing the ball was thrilling for Wheels. Charlie held up his hand to signal Wheels to stay in place.

"A force is something that moves, stops, or changes the motion of an object" he said. "Look what happens when I use force to move the ball." Charlie pushed the ball with his hand, and it rolled across the floor. "The ball keeps rolling. That's inertia again. It says an object in motion tends to stay in motion unless acted upon by an outside force."

Charlie called out to Wheels again. "Wheels, fetch the ball!"

Wheels eagerly ran to the ball and picked it up with his mouth.

"Did you see how quickly Wheels got to the ball?" Charlie asked. "That's called speed. Speed is the distance an object moves in a certain amount of time."

"Wheels definitely has a lot of speed," Julie said laughing.

"Thanks for your help, Charlie. There is a lot to learn in a firehouse. Maybe I'll even come back tomorrow."

"Mom is home tomorrow, you don't have to be here," Charlie said.

"Yes, I know, but I don't want you and Wheels to get too lonely," she said with a laugh.



COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4



Wonders Alignment

**Retrieved from Wonders Your Turn
Practice Workbook, Grade 4, Unit 1, Week
4**

Speaking -- SSO

Support an Opinion



Student Stimuli

Students listen to the prompt from the teacher.



Communicative Context

Students orally provide an opinion with relevant reasons.



Teacher Prompt



Teacher Prompt and Question Stems (NOTE: "Teacher Prompt" and "Question Stems" are one in the same for the Speaking portion of the ELPAC).

SAY I am going to ask you for your opinion.

SAY Your class is learning about how things work. Your class will be designing a roller coaster . Would it be better to work on the roller coaster design project as part of a group or by yourself?

SAY Explain your choice by giving relevant reasons to support your opinion.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4



Wonders Alignment

***Wonders Weekly Opener, Grade 4, Unit 1,
Week 4***

Rubric

Score 0	Score 1	Score 2
* Response does not address the language function. * Response contains no English. * No response, "I don't know," or is completely unintelligible.	* Response addresses the language function in a limited way. Listener effort is required to interpret meaning. * Errors in grammar, word choice, pronunciation, or intonation impede meaning	* Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. * Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Reading -- RIF	
Read an Informational Passage  Student Stimuli Why Do Floods Happen? There are two types of floods. The first type happens when a river has too much water. The water in a river rises over the river's banks. This might happen because storms have caused too much rain to fall. In rivers near mountains, melting snow can also cause floods. Warm weather can quickly melt the snow. The water flows down to flood the rivers. The second type of flood happens when seawater is pushed onto the land. This can happen during a hurricane. Strong winds blow water onto the land. Earthquakes can also cause this kind of flooding. The sudden movement of the ground can cause walls of water to rush toward the shore.	Communicative Context This task type mirrors <i>Read a Short Informational Passage</i> task type. The distinction lies in the length and complexity of text. Students read a literary passage.  Teacher Prompt* SAY Now you are going to answer some Reading questions. SAY During this part, you may take notes. *modified teacher prompt

**Wonders Alignment**

Passage Retrieved from Wonders Your Turn Practice Workbook, Grade 4, Unit 1, Week 3, p 23.

1. What is the main idea of the text?

- A** Floods happen when seawater is pushed onto the land.
- B** There are two types of floods.
- C** Strong winds blow water onto the land.
- D** Water in a river rises over the river's banks.

2. How can an Earthquake cause a food?

- A** Water flows down to flood rivers.
- B** The river rises over the river's bank.
- C** By making the ground suddenly move, causing the walls of water to rush toward the shore.
- D** By melting snow, causing the water to overflow.

**Question Stems**

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Writing -- WJO	
Justify an Opinion  Student Stimuli Directions You are going to write at least one paragraph in English about an important issue. • Think about what you will write before you begin writing. • State your opinion clearly and give two or more reasons to support your opinion. • The paragraph should include at least three complete sentences. • Check your writing for correct grammar, capital letters, punctuation, and spelling.	Communicative Context Students are provided with the directions and writing prompt. Students write one paragraph about an important issue, usually relevant to a school setting.  Teacher Prompt SAY This Writing task is called Justify an Opinion. SAY You are going to write at least one paragraph in English about an important issue. Think about what you will write before you begin writing. State your opinion clearly and give two or more reasons to support your opinion. Your paragraph should include at least three complete sentences. Check your writing for correct grammar, capital letters, punctuation, and spelling.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

- Do not write outside the box. Please write neatly.

PROMPT

Your principal wants to allow students to wear free dress to school.

Do you think it is a good idea to allow students to wear free dress to school? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

PROMPT (Read to student)

Your principal wants to allow students to wear free dress to school.

Do you think it is a good idea to allow students to wear free dress to school? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

DESIGNATED ELD/ELPAC SPIRALS REVIEW – GRADE 4

Weekly Concept: Putting Ideas to Work

Essential Question: How can starting a business help others?

Week 5

Listening -- LSE

Listen to a Short Exchange



Student Stimuli

Communicative Context

Students are provided with a picture of the two speakers. Students answer one question about the conversation. The answer choices may be pictures or text.

Students listen to a conversation to answer questions.



Teacher Prompt

SAY Listen to a conversation between a man and a boy.

SAY The boy says, "Dad, may I have turn to play with the basketball?"

SAY The man says, "Sure Jose, you can play with the basketball. Try to throw it in the hoop."

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4



What did the boy ask the man?

- A** If he there was air in the basketball.
- B** If he can take the basketball home.
- C** If playing basketball is fun.
- D** If he could have a turn playing with the basketball.

Speaking -- SAP

Summarize an Academic Presentation

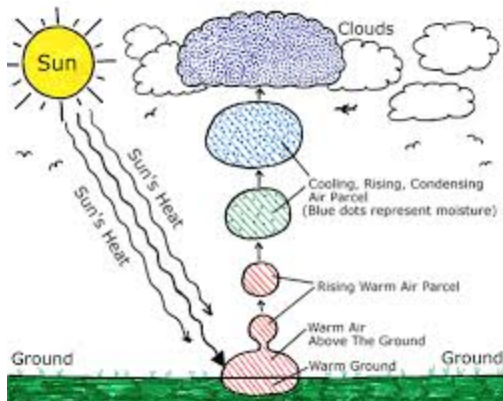
Communicative Context

Students listen to an academic presentation and provide an oral summary.



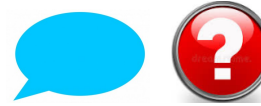
Student Stimuli

Students are provided with three (3) side-by-side graphics representing a sequential scientific phenomenon. **NOTE: Teachers may elect to use a single graphic which lends itself to three (3) main points and three (3) relevant details.**



Summarize the information you heard. Be sure to

- explain how clouds are formed
- include all the important points in the presentation
- use relevant details and



Teacher Prompt and **Question Stems** (**NOTE:** “Teacher Prompt” and “Question Stems” are one in the same for the Speaking portion of the activity.

SAY *You are going to listen to some information about how clouds are formed. Listen carefully. You will hear the information only once. As you listen look at the pictures in front of you. You may take notes as you listen.*

When the presentation ends, you will summarize the information. You will explain how clouds form], include all the important points in the presentation, and use relevant details and clear language.

[Presentation content]

Summarize the information you heard. Be sure to

- explain how clouds are formed
- include all the important points in the presentation use relevant details and clear language

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

CONTENT

Point 1

Clouds are made up of tiny droplets or frozen crystals of water. Clouds begin to form when water droplets are collected.

Point 2

When warm air rises, tiny droplets of water vapor are collected in the warm air. As the warm air rises to cooler parts of the atmosphere, more water droplets are formed.

Point 3

As more water droplets are collected, the water droplets eventually form a cloud. Meteorologists categorize clouds based on how high they are off of the ground. This cloud is considered a cirrus cloud because it has a high altitude, or distance from the ground.

Rubric

Score 0	Score 1	Score 2
* Response does not address the language	* Response addresses the language	* Response appropriately addresses the

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

	function. * Response contains no English. * No response, "I don't know," or is completely unintelligible.	function in a limited way. Listener effort is required to interpret meaning. * Errors in grammar, word choice, pronunciation, or intonation impede meaning	language function in a clear way. No listener effort is required to interpret meaning. * Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
--	--	---	---

Reading -- RSE

Read a Student Essay



Student Stimuli

Students are provided with a student essay with errors, and a series of multiple-choice questions.

Communicative Context

Students read and evaluate a student essay.



Teacher Prompt*

SAY Now you are going to answer some Reading questions.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Summer: 15 Days or 2 1/2 Months?

1 The final bell rings. It's the last day of school, and summer has finally come! Students don't have to think about school for at least another 2 1/2 months. That is the way it should always be. Schools should continue using the traditional calendar and not a year-round schedule. There are numerous downsides to year-round schooling. It has no positive effects on education, it adds to costs, and it disrupts the long-awaited summer vacation.

2 Contrary to the well-accepted belief, year-round schooling has no constructive impact on education. Most year-round schedules use the 45-15 method: 45 days of school followed by 15 days off. Because of this, there are many first and last days of school. All those transitions disrupt the learning process. Also, there is no evidence of higher test scores. Due to that, many schools that change to year-round schedules end up

SAY During this part, you may take notes.

*modified teacher prompt



Question Stems (description)

Comprehension or structure-based questions about a student essay. Questions require students to analyze a student essay for stylistic writing components. These questions may pertain to the author's purpose, essay structure, evidence-based support for claims, author's diction, and editing and revision of the student essay for clarity. The questions may reference any element of a persuasive, informational essay.

1. Which statement best states the main idea of this student's essay?

A summer time is the most important time of the year

B schools should not use a year-round system for

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

switching back. For example, since 1980, 95 percent of schools that tried the year-round schedule changed back to a traditional calendar. It is obvious that changing to year-round schooling does not help students; therefore, why is the change necessary?

3 Like any other facility, keeping a school open requires a great deal of money. When a school changes to a year-round schedule, the costs skyrocket. Keeping school open in the middle of summer requires air conditioning, and that adds significantly to the school's expenses. The usual utility bills grow because of the additional open-school time. Finally, teachers must be paid for all the weeks they are working. With all these factors, the cost of keeping schools open becomes immensely high. For example, a high school in Arizona had a cost increase of \$157,000 when they switched to year-round schooling. Some schools may not be able to handle such increases, and other schools that can

schooling

C schools should have more school during the summer

D summer camps are important for student success

2. What do the words increase MOST NEARLY mean as they are used in paragraph 4?

A the amount of money spent went down

B the amount of money spent went up

C the amount of money spent stayed the same

D the amount of money spent was split evenly

3. Which sentence from the student's essay best supports the idea that summer shouldn't have schooling taking place?

A There is absolutely nothing wrong with the

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

handle these expenses could be doing better things with the money. Is year-round school really where the money should go?

4 An important part of a child's life is summertime. With year-round schedules, students would hardly have any time to relax. During the 15-day breaks, they would be thinking about their quick return to school. It would also be difficult to coordinate family vacations with parents' work schedules. Similarly, children would not be able to go to most summer camps. One expert, Dr. Peter Scales, says, "The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Most schools don't satisfy all these needs. Kids who have these kinds of [camp] experiences end up being healthier and have fewer problems." Obviously, the summer is crucial to a child's learning and development. Why should this invaluable part of a young person's life be taken away?

traditional school year.

B An important part of a child's life is summertime.

C Schools should continue using the traditional calendar and not a year-round schedule.

D Obviously, the summer is crucial to a child's learning and development.

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

5 It is evident that year-round schooling is not the best option for the school calendar. There is absolutely nothing wrong with the traditional school year. Why change something that works so well? The final bell rings. Let's make sure this bell means that the "real" summer vacation has come.

1. Which statement best states the main idea of this student's essay?

A summer time is the most important time of the year

B schools should not use a year-round system for schooling

C schools should have more school during the summer

D summer camps are important for student success

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

2. What do the words increase MOST NEARLY mean as they are used in paragraph 4?

A the amount of money spent went down

B the amount of money spent went up

C the amount of money spent stayed the same

D the amount of money spent was split evenly

3. Which sentence from the student's essay best supports the idea that summer shouldn't have schooling taking place?

A There is absolutely nothing wrong with the traditional school year.

B An important part of a child's life is summertime.

C Schools should continue using the traditional calendar and not a year-round schedule.

D Obviously, the summer is crucial to a child's

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

learning and development.	
----------------------------------	--

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Writing -- WDP

Describe a Picture



Student Stimuli

Directions

You and your partner need to describe a picture. Your partner started writing a paragraph. The paragraph contains errors. Read your partner's paragraph below then follow the directions.

Communicative Context

Students are provided with a graphic and the student paragraph in an enclosed text box. The paragraph contains two to three errors.

Students read a student essay to identify and correct grammatical errors. The student writes his or her response.



Teacher Prompt

SAY This Writing task is called Describe a Picture.

SAY For this task, you and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph and then follow the directions.

Directions

You and your partner need to describe a picture. Your partner started writing a paragraph. The paragraph contains errors. Read your partner's paragraph below then follow the directions.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4



The students are doing working quietly on an assignment. They are researching information for the assignment using their tablets. The assignment is important.

This paragraph has TWO errors. Rewrite the sentence correctly.



Question Stems

Look at this paragraph.

The students are doing working quietly on an assignment. The are researching information for the assignment using their tablets. The assignment is important.

This paragraph has TWO errors. Rewrite the sentence correctly.



COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4