

Publisher: Portico Books			Program Title: Hands-On English		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
	Beginning (B)	X	Early Advanced (EA)		
X	Early Intermediate (EI)	X	Advanced (A)		
X	Intermediate (I)				

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

ELD Listening and Speaking Standards Grades 3-5						ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input type="checkbox"/> B2. Answer simple questions with one-to two-words responses. <input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> B4. Independently	<input type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i> . <input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are	<input type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting	<input type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	EI2, 4; I2, 5; EA1, 2; A1, 3 ELD & 1.1 ELA Hands-On English handbook (HB) 134; Activity Book (AB) 139		

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use common social greetings and simple repetitive phrases (e.g., "May I go and play?").		<input type="checkbox"/> read aloud by using phrases or simple sentences. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "May I get a drink of water?"). <input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.		<input type="checkbox"/> however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.		<input type="checkbox"/> modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Ask and answer instructional		<input checked="" type="checkbox"/> information, and paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English		<input checked="" type="checkbox"/> 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. <input type="checkbox"/> 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures. <input type="checkbox"/> 1.4 Give precise directions and instructions. <input checked="" type="checkbox"/> <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence. <input checked="" type="checkbox"/> 1.6 Use traditional structures for	EA2, A1 ELD & 1.2 ELA HB 134; AB 139	EA5, A4 ELD & 1.5 ELA HB 31, 146; AB 120, 138-139	EA5, A4 ELD & 1.6 ELA

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							<input type="checkbox"/> questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”). <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.		grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question). <input type="checkbox"/> 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. <input type="checkbox"/> 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information. <input type="checkbox"/> 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	<i>Analysis and</i>	HB 141-145; AB 136	

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						<input type="checkbox"/> <i>Evaluation of Oral Media Communication</i> 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.			
						<input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American			

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										English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected		

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										<input checked="" type="checkbox"/> event or experience is memorable. 2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). <input checked="" type="checkbox"/> 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. <input type="checkbox"/> 2.4 Recite brief poems (i.e., two or three stanzas),	EA5, A4 ELD & 2.2 ELA HB 132-133, 146; AB 120, 137-138	
											EA5, A4 ELD & 2.3 ELA AB 115-116	

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										soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of		

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										<input checked="" type="checkbox"/> standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Use simple and compound sentences in writing and speaking. <input type="checkbox"/> 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. <i>Grammar</i> <input checked="" type="checkbox"/> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Use	I3, EA3, A6 ELD & 1.1 ELA HB 18-19; AB 22-23	Hands-On Icons (HOI)
										I3, EA3, A6 ELD & 1.3 ELA HB 7-13, 37-43; AB 5, 12-16, 39-44	HOI; Hands-On Sentences (HOS)	

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										<p>parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.</p> <input type="checkbox"/> 1.5 Use underlining, quotation marks, or italics to identify titles of documents. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.		

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