

Publisher: Portico Books		Program Title: Hands-On English	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	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)**

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
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<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"/> 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 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"/> 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"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details.	<input type="checkbox"/>	<b>Listening and Speaking</b> 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	EI2, 4; I2, 5; EA1, 2; A1, 3 ELD & 1.1 ELA Hands-On English handbook (HB) 125-126, 134; Activity Book (AB) 127-128, 139	
<input type="checkbox"/> B2. Answer simple questions with one-to two-words responses.	<input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences.	<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"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.	<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"/>	<i>Comprehension</i> 1.1 Ask questions that seek information not already discussed.		
<input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<input type="checkbox"/> EI3. Restate and execute multiple-step oral directions.	<input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;	<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"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input checked="" type="checkbox"/>	1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and		
<input type="checkbox"/> B4. Independently	<input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are							

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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"/> 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"/> A5. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> perspectives. <input type="checkbox"/> 1.3 Make inferences or draw conclusions based on an oral report. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. <input type="checkbox"/> 1.5 Clarify and support spoken ideas with evidence and examples. <input type="checkbox"/> 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. <i>Analysis and Evaluation of Oral and Media Communications</i>	EA5, A4 ELD & 1.4 ELA HB 132-133, 141-147; AB 115-116, 120, 136-138		

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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"/> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.			
						<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.				<input type="checkbox"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.			
										<input type="checkbox"/> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> Students deliver well-organized			

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										<p>formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a situation, plot, point</p>		

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										<input checked="" type="checkbox"/> of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. <input checked="" type="checkbox"/> 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <input checked="" type="checkbox"/> 2.3 Deliver oral responses to literature: a. Summarize significant events	EA5, A4 ELD & 2.2 ELA HB 132-133, 146 AB 120, 137-138	
											EA5, A4 ELD & 2.3 ELA AB 115-116, 118-119	

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						and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions.  <b><u>Written and Oral English Language Conventions</u></b> 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.		

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				Early Advanced					
						<input type="checkbox"/>	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.		
						<input checked="" type="checkbox"/>	<i>Sentence Structure</i> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	I3, EA3, A6 ELD & ELA 1.1 HB 10-15, 17-21, 78; AB 14-19, 21-26	
						<input checked="" type="checkbox"/>	<i>Grammar</i> 1.2 Identify and correctly use verbs that are often	I3, EA3, A6 ELD & 1.2 ELA HB 43-64; AB 45-65	

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						<input type="checkbox"/> misused (e.g., <i>lie/lay, sit/set, rise/raise</i> ), modifiers, and pronouns. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.			

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