

Publisher: Portico Books		Program Title: Hands-On English	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	X	Early Advanced (EA)
<input type="checkbox"/>	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					ELA Standards			
ELD Listening and Speaking Standards					Grade 3		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
<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 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 type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details.	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> B2. Answer simple questions with one- to two-words responses.	<input type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences.	<input 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 type="checkbox"/>	<input type="checkbox"/>		
<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 type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> B4. Independently	<input type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are				<input type="checkbox"/>	<input type="checkbox"/>		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation	
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 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 type="checkbox"/> others. <input 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 grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> insights, and ideas to those of a speaker. <input type="checkbox"/> 1.3 Respond to questions with appropriate elaboration. <input type="checkbox"/> 1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Organize ideas chronologically or around major points of information. <input type="checkbox"/> 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.			

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
							<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.		modulation.	<input type="checkbox"/> 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. <input checked="" type="checkbox"/> 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). <input type="checkbox"/> 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.10 Compare ideas		I5, EA2 ELD & 1.8 ELA Activity Book (AB) 115-116, 120	

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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		
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced			Grade 3	
										<input type="checkbox"/> and points of view expressed in broadcast and print media. <input type="checkbox"/> 1.11 Distinguish between the speaker's opinions and verifiable facts. <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 English and the		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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		
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced			Grade 3	
										<input type="checkbox"/> organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot. <input type="checkbox"/> 2.2 Plan and present		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3					
						<input type="checkbox"/> dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.				
						<u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and				

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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					ELA Standards		Primary Citation	Supporting Citation
ELD Listening and Speaking Standards					Grade 3			
Beginning	Early Intermediate	Intermediate	Early Advanced	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. <i>Sentence Structure</i>		I3, EA3, A6 ELD & 1.1 ELA Hands-On English handbook (HB) 24; AB 29	
					<input checked="" type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <i>Grammar</i>			

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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
Beginning	Early_Intermediate	Intermediate	Early_Advanced	Advanced	Grade 3					
					<input type="checkbox"/>	1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.				
					<input type="checkbox"/>	1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.				
					<input checked="" type="checkbox"/>	1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i>		I3, EA3, A6 ELD & 1.4 ELA HB 16; AB 6		
					<input type="checkbox"/>	1.5 Punctuate dates, city and state, and titles of books correctly.				
					<input type="checkbox"/>	1.6 Use commas in dates, locations, and				

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	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					ELA Standards		Primary Citation	Supporting Citation
ELD Listening and Speaking Standards					Grade 3			
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced				
					<input type="checkbox"/> addresses and for items in a series. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). <input type="checkbox"/> 1.9 Arrange words in alphabetic order.			

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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)		
	Early Intermediate (EI)	X	Advanced (A)		
X	Intermediate (I)				

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

**English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.*