

Publisher: Developmental Studies Center		Program Title: Making Meaning™	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	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 checked="" 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 checked="" type="checkbox"/> B2. Answer simple questions with one- to two-words responses. <input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<input checked="" 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	<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 type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms	<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 type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation,	<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 information, and paraphrasing the	<input checked="" 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. <input checked="" type="checkbox"/> <i>Comprehension</i> 1.1 Retell, paraphrase, and explain what has been said by a speaker. <input checked="" type="checkbox"/> 1.2 Connect and relate prior	<u>ELD EA1, A1 & ELA 1.0</u> <i>Brave Harriet</i> Cooperative structures for responses throughout read aloud for more active listening Unit 5, Week 1, Day 1 #3 Teacher’s Manual TM p.254 Unit 5, Week 1, Day 2 #4 TM p.259 <i>Wilma Unlimited</i> Open-ended prompts during read aloud Unit 5, Week 2, Day 2 #2 TM p.277 <i>Reptiles</i>	

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

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<input type="checkbox"/>	B4. Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).	<input checked="" 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 checked="" type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words,	<input checked="" 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	<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 type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms,	<input type="checkbox"/> experiences, 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). <input type="checkbox"/> <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	Students sketch tarantula after hearing description and discuss Unit 5, Week 3, Day 2 #4 TM p.294 Student Book (SB) p.30 <i>Fables</i> Think, Pair, Share Unit 6, Week 1, Day 1 #6 TM p.350 ELD EA2 & ELA 1.1 <i>City Green</i> Adding to one another’s thinking as discuss main ideas in book Unit 3, Week 4, Day 1 #4 TM p.152 <i>The Girl Who Loved Horses</i>	

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		and paraphrasing.	<input type="checkbox"/> answer instructional 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.	sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> details that develop a central idea. 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. <input 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</i>	Students discuss questions raised during read aloud and build on each other’s thinking Unit 4, Week 1, Day 2 #4 TM p.189 <i>Alexander, Who’s Not (Do you hear me? I mean it) Going to Move</i> Students build on each other’s thinking in conversation about character change Unit 3, Week 5, Day 2 #4 TM p.172 ELD 14, EA4, A3 & ELA 1.2 <i>Julius, the Baby of the World</i> Connection to character’s		

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					<input type="checkbox"/>	<i>and Media Communications</i> 1.10 Compare ideas and points of view expressed in broadcast and print media.	feelings Unit 3, Week 2, Day 3, #5 Teacher's Manual (TM) p.128			
					<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				

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								<p>demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Make brief narrative presentations:</p> <p>a. Provide a context for an incident that is the subject of the presentation</p> <p>b. Provide insight into why the selected incident is memorable.</p>	

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						<input type="checkbox"/> c. Include well-chosen details to develop character, setting, and plot. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. <input type="checkbox"/> 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				

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										<p>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.</p> <p><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></p> <p><input type="checkbox"/> 1.1 Understand and be able to use complete and correct</p>	

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										declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <i>Grammar</i> <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 type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple	

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										sentences. <i>Punctuation</i> <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 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		

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										<input type="checkbox"/> of a word from -y to -ies when forming the plural), and common homophones (e.g., <i>hair-hare</i>). <input type="checkbox"/> 1.9 Arrange words in alphabetic order.		

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