

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 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in	<input type="checkbox"/> Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., a in <i>cat</i> and final consonants). <input type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English morphemes,	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that	<input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <input type="checkbox"/> Word Recognition 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and	ELD EA14, A8, ELA 2.0 In Unit 2, students learn that context clues come from different parts of a given text. Students are shown the book, cover, and title before each reading to make predictions about the text. Photos- Unit2 Week 1 Question: How might photos help a reader better understand....? Teacher's Manual (TM) p. 62		

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<input type="checkbox"/> stories or games. <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to	<p style="text-align: center;"><u>Systematic Vocabulary Development</u></p> <input type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in	<input type="checkbox"/> phonics, and syntax to decode and interpret the meaning of unfamiliar words in text. <input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input type="checkbox"/> unfamiliar words. <input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i> , <i>present/time</i>) in literature and texts in content areas. <input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i> , <i>education</i>). <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input type="checkbox"/> some words have multiple meanings and apply this knowledge consistently. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.	<input type="checkbox"/> expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. <input type="checkbox"/> 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. <input type="checkbox"/> 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>). <input type="checkbox"/> 1.5 Use a thesaurus to determine related words and concepts. <input type="checkbox"/> 1.6 Distinguish and interpret words with multiple meanings.	Student Book (SB) pp3-5 Extracting information and drawing conclusions about text Unit 3 Week 5 <u>Basket Moon</u> Student Book p13. Students write questions about text as they read. Questions will be used for discussion during Turn To Your Partner and class share. ELD B9, EI9, I12, ELA2.0 Unit 1 Week2 <u>Song and Dance Man</u> Text-to -self or		

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<input checked="" type="checkbox"/> communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <u>Reading Comprehension</u> <input checked="" type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input checked="" type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by	<input type="checkbox"/> simple sentences. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> EI8. Read and	<input type="checkbox"/> 17. Use content-related vocabulary in discussions and reading. <input type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <u>Reading Comprehension</u> <input checked="" type="checkbox"/> 19. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives	<input type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.	<input checked="" type="checkbox"/> 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-	Schema Question: “Think about a time when an adult in your family told you something about them when they were young. What did they tell you?” TM25. Many of the students have experienced coming from another country. Unit 5 Week 3 Coming To America Schema- “What do you think you know about how and why people from many different countries come to live in		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<p>using key words and/or phrases.</p> <p><input checked="" type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.</p> <p><input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p> <p><input checked="" type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud.</p> <p><input checked="" type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings.</p>	<p>listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").</p> <p><input checked="" type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.</p> <p><input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities.</p>	<p>with his family in the forest").</p> <p><input type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</p> <p><input checked="" type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.</p> <p><input checked="" type="checkbox"/> I12. Read and use more detailed sentences to describe orally the</p>	<p> pacing, intonation, and expression increasingly complex narrative and expository texts.</p> <p><u>Reading Comprehension</u></p> <p><input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text.</p> <p><input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text.</p> <p><input checked="" type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.</p>	<p><input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.</p> <p><input type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.</p> <p><input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.</p>	<p>level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. <i>Comprehension and analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p>	<p>America?" TM 315</p> <p><u>ELD I11, EA14, ELA 2.3</u> Unit 4 Week 1 <u>Hurricane</u> Students stop and ask questions – making inferences based on title and text TM 211-212</p> <p>Unit 5 Week 3 <u>Coming To America</u> Highlight cludes to inferences Question: "Why do you think the author put quotation marks around the word "discovered" in this sentence?" TM 320-321</p>		

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<input type="checkbox"/> chapter headings. <input type="checkbox"/> <u>Literary Response and Analysis</u> <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.	<input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads. <input checked="" type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read	<input type="checkbox"/> describe orally the relationships between text and one's own experiences. <input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <u>Literary Response and Analysis</u> <input type="checkbox"/> I15. Use expanded vocabulary and	<input type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions. <input checked="" type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA16. Identify some significant	<input type="checkbox"/> <u>Literary Response and Analysis</u> <input type="checkbox"/> A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction. <input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. <input type="checkbox"/> A15. Recognize and describe themes stated directly or implied in literary texts.	<input checked="" type="checkbox"/> 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. <input type="checkbox"/> 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. <input type="checkbox"/> 2.5 Compare and contrast information on the same topic after reading several passages or articles. <input type="checkbox"/> 2.6 Distinguish between cause and effect and between fact and opinion in expository text. <input type="checkbox"/> 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer	<u>ELD EI20, ELA 3.3</u> Units 3 & 5 focus on the elements of narrative text: character, setting, plot and conflicts. Students look at text during the lessons and independent reading time each day. Unit 3 Week 1 <i>The Dragon Takes a Wife</i> Question: Who are the main characters and what happens to them? TM 143 Unit 3, Week 2 <i>Chicken Sunday</i>		

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<input type="checkbox"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<input type="checkbox"/> aloud. <u>Literary Response and Analysis</u> <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Recite simple poems. <input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary	<input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	<input type="checkbox"/> structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. <u>Literary Response and Analysis</u> <input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. <input type="checkbox"/> EA19. Read a literary selection	<input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> commands or video games). <input type="checkbox"/> 3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Describe the structural differences of various imaginative forms	Discuss character change TM p.155 Unit 3 Week 2 During independent reading- Questions about characters TM 159 Unit 3 Week 4 <u>The Bat Boy and His Violin</u> Question: What changes in the story? How and why do you think the character changes? TM 173		

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	setting of a literary work. <input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences. <input checked="" type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.		literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA20. Identify the motives of characters in a work of fiction. <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in			various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. <input checked="" type="checkbox"/> 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. <input type="checkbox"/> 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures		

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					<input type="checkbox"/> the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-person points of view in a literary text.		<input type="checkbox"/> (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.		

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