

Publisher:		Program Title:	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<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-word responses. <input checked="" type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing	<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 by using phrases or simple sentences. <input checked="" type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using 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 type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular,	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	<input type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the	<input checked="" type="checkbox"/> <u>Listening and Speaking</u> <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. <input type="checkbox"/> <i>Comprehension</i> <input type="checkbox"/> 1.1 Understand and follow one- and two-step oral directions. <input type="checkbox"/> 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	EI2 & I1 Lemon: Feeding: ELL 26; BLM 1&2 Lemon: I Can Ride ELL 27; BLM 2 Lemon: The Puzzle ELL 29 Peach: The Magnet TE 107 SW; ELL 34 Peach: The Sandcastle ELL 34 Peach: Share Bear TE 125 V; BLM1 Lilac: The Monster ELL 40 Lilac: Sleepy Zoo ELL 41 Lime: That's Fair, Bear ELL 65 I2 & EA1 Lemon: Feeding TE49 Peach: Ben's Bath TE 59 CS;BLM1 Peach: The Sandcastle ELL 34 Peach: Share Bear TE 125 V; BLM1 Lilac: The Monster ELL 40 Lilac: Sleepy Zoo ELL 41		

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<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<input type="checkbox"/> pictures). <input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., “Thank you”, “You’re welcome”).	<input checked="" type="checkbox"/> needs (e.g., “May I get a drink?”). <input checked="" type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> male and female pronouns). <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, and paraphrasing	<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 questions with more extensive	<input type="checkbox"/> communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation,	<input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Describe people, places, things (e.g.,	Lilac: Looking After a Dog ELL EI3 & EA2 Lemon: Fruit Salad ELL 26; BLM 1& 2 Lemon: I See TE 91CS Lemon: My Doll TE 121 BLM 1 Lemon: The Toy Box TE 145 CS Peach: At the Beach TE 47 CS Peach: The Fish & the Cat TE 71CS Peach: What the King Likes TE 155 CS Peach: Where Is Max? ELL 36 Lilac: Ben Runs ELL 38 Lilac: Elephant Play TE 65; BLM1 BW Lilac: Good Dog TE IntW Lilac: Looking After a Dog ELL TE 161CS B3 Lemon: I Like Bikes ELL 27 Peach: The Cake ELL 32	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
			supporting elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	<input type="checkbox"/> size, color, shape), locations, and actions. <input type="checkbox"/> 2.2 Recite short poems, rhymes, and songs. <input type="checkbox"/> 2.3 Relate an experience or creative story in a logical sequence.	Peach: In the Box ELL 33 Lilac: Ben's Colors ELL 38 Lilac: Walking the Dog ELL 41 I4 Berry: Grandma & Me TE 77 CS Peach: The Fish & the Cat TE 71F EI5 Peach: Shoes ELL 35 A5 Peach: The Magnet ELL 34 Peach: On the Farm ELL 34 Lilac: Looking After a Dog ELL 40 Lilac: The Worm TE 161 CS A6 Lilac: The Worm ELL 42 1.0 Listening and Speaking		

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Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
						<input type="checkbox"/> sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	Strategies See listening and speaking activities and lessons for every text in the K-level series in the SunSprouts® ESL/ELD Teacher's Resource Guide. K-levels: Lemon, Peach, and Lilac. 2.0 Speaking Applications See listening and speaking practice activities and lessons for every text in the K-level series in the SunSprouts® ESL/ELD Teacher's Resource Guide. K-levels: Lemon, Peach, and Lilac	

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade Kindergarten	Primary Citation	Supporting Citation

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<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/>	B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input checked="" type="checkbox"/> EI5. 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, and paraphrasing	<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 answer instructional questions with more extensive supporting	<input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation,	<input type="checkbox"/> and follow simple two-step directions <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Stay on the topic when speaking. <input type="checkbox"/> 1.5 Use descriptive words when speaking about people, places, things, and events.	Lilac: Looking After a Dog ELL Berry: Shoo Fly ELL 47 Mint: My Shadow Clock ELL 58 Mint: What a Waste TE161CS EI3 & EA2 Lemon: Fruit Salad ELL 26; BLM 1& 2 Lemon: I See TE 91CS Lemon: My Doll TE 121 BLM 1 Lemon: The Toy Box TE 145 CS Peach: At the Beach TE 47 CS Peach: The Fish & the Cat TE 71CS Peach: What the King Likes TE 155 CS Peach: Where Is Max? ELL 36 Lilac: Ben Runs ELL 38 Lilac: Elephant Play TE 65; BLM1 BW Lilac: Good Dog TE IntW Lilac: Looking After a Dog ELL Mint: My Shadow Clock ELL 58	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
			elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	<input checked="" 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 organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade	Berry: Shoo Fly ELL 47 Mint: My Shadow Clock ELL 58 Mint: What a Waste TE161CS A2 Berry: Hide ELL B3 Lemon: I Like Bikes ELL 27 Peach: The Cake ELL 32 Peach: In the Box ELL 33 Lilac: Ben's Colors ELL 38 Lilac: Walking the Dog ELL 41 Berry: Sam's Dog TE 131 IndW; ELL 47 Mint: Make a Dinosaur ELL 57 Mint: Make a Rainbow Fish ELL 57 Lime: Sit Down, Dog ELL I4 Berry: Grandma & Me TE 77 CS		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
					<input type="checkbox"/> one outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Recite poems, rhymes, songs, and stories. <input type="checkbox"/> 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions. <input type="checkbox"/> 2.3 Relate an important life event or personal experience in a simple sequence. <input type="checkbox"/> 2.4 Provide descriptions with careful attention to sensory detail.	Peach: The Fish & the Cat TE 71F ; ELL 32 E15 Peach: Shoes ELL 35 Berry: Around and About ELL 44 Kiwi: The Mango Tree: 53 Kiwi: Oh No! ELL 53 Kiwi: Too Little ELL 54 Mint: Ling's New Friend ELL 56 Lime: Sit Down, Dog ELL 64 Lime: What Fun! ELL 66 Cucumber: Traffic Light Rap TE 125 CS; BLM1: FS; FL A5 Peach: The Magnet ELL 34 Peach: On the Farm ELL 34 Lilac: Looking After a Dog ELL 40 Lilac: The Worm TE 161 CS Berry: Crabs on a Rock ELL 44		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
					<p><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 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</p>	<p>Berry: Shoo Fly ELL 47 Mint: My Shadow Clock ELL 58 Mint: Trees ELL 60 Mint: What a Waste TE161CS</p> <p>A6 Lilac: The Worm ELL Mint: Two Yellow Eyes ELL 60 Lime: Sit Down, Dog! ELL 64</p> <p>1.0 Listening and Speaking Strategies</p> <p>See listening and speaking activities and lessons for every text in the 1st grade level series in the SunSprouts® ESL/ELD Teacher's Resource Guide.</p> <p>1st grade levels: Lemon, Peach, Lilac, Berry, Kiwi, Mint, and Lime</p>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
					<input type="checkbox"/> grade level. <i>Sentence Structure</i> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input type="checkbox"/> 1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your(s)</i>) in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative	2.0 Speaking Applications See listening and speaking practice activities and lessons for every text in the 1 st grade level series in the SunSprouts® ESL/ELD Teacher's Resource Guide. 1 st grade levels: Lemon, Peach, Lilac, Berry, Kiwi, Mint, and Lime		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
					<input type="checkbox"/> sentences. 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> <input type="checkbox"/> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.			

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<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-word responses. <input checked="" type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing	<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 by using phrases or simple sentences. <input checked="" type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using 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 type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular,	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	<input type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input 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 type="checkbox"/> Comprehension 1.1 Determine the purpose or purposes or listening (e.g., to obtain information, to solve problems, for enjoyment).	EI2 & I1 Peach: The Magnet TE 107 SW; ELL 34 Peach: The Sandcastle ELL 34 Peach: Share Bear TE 125 V; BLM1 Lilac: The Monster ELL 40 Lilac: Sleepy Zoo ELL 41 Lime: That's Fair, Bear ELL 65 Blueberry: Antarctica ELL 74 Cornflower: The Best Pet ELL 80 Cornflower: The Bremen Town Musicians ELL 80 Cornflower: A Magnifying Glass ELL 82 I2 & EA1 Lemon: Feeding TE49 Peach: Ben's Bath TE 59 CS; BLM1 Peach: The Sandcastle ELL 34 Peach: Share Bear TE 125 V; BLM1 Lilac: The Monster ELL		

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> pictures). B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input checked="" type="checkbox"/> needs (e.g., "May I get a drink?"). <input checked="" type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> male and female pronouns). <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, and paraphrasing	<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 questions with more extensive supporting elements (e.g.,	<input type="checkbox"/> communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> 1.2 Ask for clarification and explanation of stories and ideas. <input type="checkbox"/> 1.3 Paraphrase information that has been shared orally by others. <input type="checkbox"/> 1.4 Give and follow three- and four-step oral directions. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Organize presentations to maintain a clear focus. <input type="checkbox"/> 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). <input type="checkbox"/> 1.7 Recount experiences in a	40 Lilac: Sleepy Zoo ELL 41 EI3 & EA2 Peach: At the Beach TE 47 CS Peach: The Fish & the Cat TE 71CS Peach: What the King Likes TE 155 CS Peach: Where Is Max? ELL 36 Lilac: Ben Runs ELL 38 Lilac: Elephant Play TE 65; BLM1 BW Lilac: Good Dog TE IntW Lilac: Looking After a Dog ELL Berry: Shoo Fly ELL 47 Mint: My Shadow Clock ELL 58 Mint: What a Waste TE161CS Blueberry: Old Teddy ELL 76 Blueberry: Sam's Dinosaur Bone ELL 77 Cornflower: Wetland Birds		

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

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
			“Which part of the story was the most important?”).	modulation.	<input type="checkbox"/> logical sequence. <input type="checkbox"/> 1.8 Retell stories, including characters, setting, and plot. <input type="checkbox"/> 1.9 Report on a topic with supportive facts and details. <input checked="" 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 organizational and	A2 Berry: Hide ELL Cucumber: Did I Scare You? ELL 68 B3 Peach: In the Box ELL 33 Lilac: Ben's Colors ELL 38 Lilac: Walking the Dog ELL 41 Berry: Sam's Dog TE 131 IndW; ELL 47 Mint: Make a Dinosaur ELL 57 Mint: Make a Rainbow Fish ELL 57 Lime: Sit Down, Dog ELL Cucumber: The Bell on the Cat ELL 67 14 Berry: Grandma & Me TE 77 CS Peach: The Fish & the Cat TE71F ; ELL E15 Peach: Shoes ELL 35 Berry: Around and About ELL 44 Kiwi: The Mango Tree:		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input type="checkbox"/> delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). <input type="checkbox"/> 2.2 Report on a topic with facts and details, drawing from several sources of information. Written and Oral	53 Kiwi: Oh No! ELL 53 Kiwi: Too Little ELL 54 Mint: Ling's New Friend ELL 56 Lime: Sit Down, Dog ELL 64 Lime: What Fun! ELL 66 Cucumber: Traffic Light Rap TE 125 CS; BLM1: FS; FL Cucumber: The Giant's Cake ELL 69 A5 Peach: The Magnet ELL 34 Peach: On the Farm ELL 34 Lilac: Looking After a Dog ELL 40 Lilac: The Worm TE 161 CS Berry: Crabs on a Rock ELL 44 Berry: Shoo Fly ELL 47 Mint: My Shadow Clock ELL 58 Mint: Trees ELL 60 Mint: What a Waste TE 161CS Cucumber: The Billy Goats Gruff ELL 68 Blueberry: Antarctica		

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<p>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.</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>ELL 74 Blueberry: Wetland Birds ELL 78 Cornflower: The Best Pet ELL 80 Cornflower: The Bremen Town Musicians ELL 80 Cornflower: A Magnifying Glass ELL 82 Plum: Good Fires, Bad Fires ELL 88</p> <p>A6 Lilac: The Worm ELL Mint: Two Yellow Eyes ELL 60 Lime: Sit Down, Dog! ELL 64 Cucumber: Yucky, Mucky, Mud ELL 72</p> <p>1.0 Listening and Speaking Strategies</p> <p>See listening and speaking activities and lessons for every text in the 2nd grade-level series in the SunSprouts® ESL/ELD Teacher's Resource Guide.</p>		

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input type="checkbox"/> 1.1 Distinguish between complete and incomplete sentences. <input type="checkbox"/> 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. <input type="checkbox"/> 1.5 Use quotation marks correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize all proper nouns, words at the beginning of	2 nd grade levels: Berry, Kiwi, Mint, Lime, Cucumber, Blueberry, & Cornflower 2.0 Speaking Applications See listening and speaking practice activities and lessons for every text in the 2 nd grade-level series in the SunSprouts® ESL/ELD Teacher's Resource Guide . 2 nd grade levels: Berry, Kiwi, Mint, Lime, Cucumber, Blueberry, & Cornflower		

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Intermediate (I)			

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input type="checkbox"/> sentences and greetings, months and days of the week, and titles and initials of people. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>). <input type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.			

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<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 Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?"). <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> E13. Restate and execute multiple-step oral directions. <input type="checkbox"/> E14. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. <input type="checkbox"/> <input type="checkbox"/>	<input 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"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing. <input type="checkbox"/>	<input type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <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 questions with more extensive supporting	<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"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.	<input type="checkbox"/> Listening and Speaking <input type="checkbox"/> 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 type="checkbox"/> <i>Comprehension</i> <input type="checkbox"/> 1.1 Retell, paraphrase, and explain what has been said by a	A1 Blue:Dino World TE77CS,V EA2 Peach:The Fish Bowl TE77CS Peach:What the King Likes TE155CS Kiwi:The Mango Tree TE125CS;BLM1 Kiwi:The New Butterfly TE131CS E13 Peach:The Sandcastle TE118SW;IndW Corn:Making Granny Grasshead TE119CS;IntW;BLM1-2;ELL E14 Lilac:Ben's Colors TE59IntW;IndW Lilac:The Mean Giant TE107CS;BLM1 Berry:Max in	1.0 All levels TE CS;ELL 2.0 All levels TE CS;ELL

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

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Grades 3-5 ELD Listening and Speaking Standards						ELA Standards		Primary Citation	Supporting Citation			
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 3
										speaker. 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. 1.3 Respond to questions with appropriate elaboration. 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> 1.5 Organize ideas chronologically or around major points	ATreeTE107IntW I5 Lime:Tricks TE131CS;V;SW;IndW; BLM2 EA5 Kiwi:Bossy & Nag TE65CS	
		<input type="checkbox"/>						<input type="checkbox"/>				
		<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>				
				<input type="checkbox"/>				<input type="checkbox"/>				

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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"/>				of information. 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. <input type="checkbox"/> 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. 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		

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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"/> intonation and vocal patterns to emphasize important passages of the text being read. <i>Analysis and Evaluation of Oral and Media Communications</i> 1.10 Compare ideas and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts. 2.0 Speaking Applications (Genres and Their Characteristics)		

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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"/> Students deliver well-organized 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. <input type="checkbox"/> Using the speaking strategies of grade five outlined in Listening and Speaking Standard		

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Grades 3-5 ELD Listening and Speaking Standards						ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced
										<input type="checkbox"/> 1.0, students: 2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 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

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x	Intermediate (I)						

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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"/> <p>with simple facts, details, examples, and explanations. 2.3 Deliver oral responses to literature: a. Summarize significant events 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.</p>		

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Grades 3-5 ELD Listening and Speaking Standards						ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Early Advanced		Grade 3			
						<input type="checkbox"/>			

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Grades 3-5 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <p>EI3. Restate and execute multiple-step oral directions.</p> <p>EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.</p> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <p>I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.</p> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <p>EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</p> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <p>A1. Listen attentively to stories and information on topics; identify the main points and supporting details.</p> <input type="checkbox"/> <input type="checkbox"/> <p>A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.</p> <input type="checkbox"/>	<input type="checkbox"/> <p>Students listen critically and respond appropriately to oral communication.</p> <p>1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.</p> <p>2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p> <p>1.4 Give precise directions and instructions.</p> <p>1.7 Emphasize</p> <input type="checkbox"/> <input type="checkbox"/>	<p>Listen A1 Blue:Dino World TE77CS,V</p> <p>Summarize EA2;1.2 Peach:The Fish Bowl TE77CS Peach:What the King Likes TE155CS Kiwi:The Mango Tree TE125CS;BLM1 Kiwi:The New Butterfly TE131CS</p> <p>Directions EI3;1.4 Peach:The Sandcastle TE118SW;IndW Corn:Making Granny Grasshead TE119CS;IntW;BLM1-2;ELL</p> <p>Main Points EI4;1.7 Lilac:Ben's Colors</p>	<p>1.0 All levels TE CS;ELL</p> <p>2.0 All levels TE CS;ELL</p>	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced				Grade 4
										points in ways that help the listener or viewer to follow important ideas and concepts.	TE59IntW;IndW Lilac:The Mean Giant TE107CS;BLM1 Berry:Max in ATreeTE107IntW Retell, Restate I5;2.3 Lime:Tricks TE131CS;V;SW;IndW; BLM2 Main Idea A5;1.7 Kiwi:Bossy & Nag TE65CS	
		<input type="checkbox"/>							<input type="checkbox"/>			
				<input type="checkbox"/>						<input type="checkbox"/>		
						<input type="checkbox"/>				<input type="checkbox"/>		
										<input type="checkbox"/>		
										<input type="checkbox"/>		

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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 Listening and Speaking Standards								ELA Standards					
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation

**English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
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<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 Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?"). <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> E13. Restate and execute multiple-step oral directions. <input type="checkbox"/> E14. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. <input type="checkbox"/> <input type="checkbox"/>	<input 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"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing. <input type="checkbox"/>	<input type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <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 questions with more extensive supporting	<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"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input type="checkbox"/>	<input type="checkbox"/> Listening and Speaking 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. <i>Comprehension</i> <input type="checkbox"/> 1.1 Ask questions that seek information not already discussed. <input type="checkbox"/> 1.2 Interpret a speaker's verbal and	A1 Blue:Dino World TE77CS,V EA2 Peach:The Fish Bowl TE77CS Peach:What the King Likes TE155CS Kiwi:The Mango Tree TE125CS;BLM1 Kiwi:The New Butterfly TE131CS E13 Peach:The Sandcastle TE118SW;IndW Corn:Making Granny Grasshead TE119CS;IntW;BLM1-2;ELL E14 Lilac:Ben's Colors TE59IntW;IndW Lilac:The Mean Giant TE107CS;BLM1 Berry:Max in	1.0 All levels TE CS;ELL 2.0 All levels TE CS;ELL

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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			
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 5
										nonverbal messages, purposes, and 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 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	ATreeTE107IntW I5 Lime:Tricks TE131CS;V;SW;IndW; BLM2 EA5 Kiwi:Bossy & Nag TE65CS	
		<input type="checkbox"/>										
		<input type="checkbox"/>		<input type="checkbox"/>								
				<input type="checkbox"/>								

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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
						<input type="checkbox"/>				expressions, and gestures. <i>Analysis and Evaluation of Oral and Media Communications</i> <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"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and

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Grades 3-5 ELD Listening and Speaking Standards						ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Grade 5			
							<input type="checkbox"/> transmission of culture. 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized 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		

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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		Grade 5			
						<input type="checkbox"/> and Speaking Standard 1.0. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:			
						<input type="checkbox"/> 2.1 Deliver narrative presentations: <ul style="list-style-type: none"> a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 			
						<input type="checkbox"/> 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:			

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Grades 3-5 ELD Listening and Speaking Standards						ELA Standards		Primary Citation	Supporting Citation			
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 5
										<input type="checkbox"/> 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. 2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5	Primary Citation	Supporting Citation
										from the work to support conclusions.		

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