

## ELA/ELD Standards Correlation Matrix for ELD Materials Grade 5 Reading

The English–Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher Pearson

Program Title Pearson California Language Central: ELD

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p><i>Word Recognition</i></p> <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p><b>Word Analysis</b></p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud.</p> <p>B2. Recognize sound/symbol relationships in one’s own writing.</p>	<p><b>Word Analysis</b></p> <p>E11. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).</p> <p>E12. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p><b>Word Analysis</b></p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>I2. Use common English morphemes in oral and silent reading.</p>	<p><b>Word Analysis</b></p> <p>EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	<p>ELA 1.1, ELD B1: Language Central SE/TE, 25b, 107b</p>	<p>ELA 1.1, ELD EA1: Language Central SE/TE, 94-95b</p>
<p><i>Vocabulary and Concept Development</i></p> <p>1.2 Use word origins to determine the meaning of unknown words.</p> <p>1.3 Understand and explain frequently used synonyms,</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>B3. Read aloud simple words (e.g., nouns and</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>E13. Apply knowledge of content-related</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>I3. Create a simple dictionary of frequently</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p>EA2. Use knowledge of English</p>	<p>ELA 1.2, ELD EA4: Language Central SE/TE, 30</p> <p>ELA 1.3, ELD I7: Language Central SE/TE, 43a</p>	<p>ELA 1.2, ELD EA2: Language Central SE/TE, 37b, 94, 164</p> <p>ELA 1.3, ELD EA2: Language Central SE/TE, 26</p>

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
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<p>antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> <p>1.5 Understand and explain the figurative and metaphorical use of words in context.</p>	<p>adjectives) in stories or games.</p> <p>B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B5. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B6. Retell simple stories by using drawings, words, or phrases.</p> <p>B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>	<p>vocabulary to discussions and reading.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts.</p>	<p>used words.</p> <p>I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.</p> <p>I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.</p> <p>I7. Use content-related vocabulary in discussions and reading.</p> <p>I8. Recognize some common root words and affixes when they</p>	<p>morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p>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.</p> <p>EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i>, <i>education</i>).</p> <p>EA5. Use a standard dictionary to find the meaning of known vocabulary.</p> <p>EA6. Recognize simple analogies (e.g., "fly like a bird") and metaphors used in literature and texts in content areas.</p>	<p>ELA 1.4, ELD I4: Language Central SE/TE, 95a, 138</p> <p>ELA 1.5, ELD EA6: Language Central SE/TE, 159b</p>	<p>ELA 1.4, ELD I4, EA2: Language Central SE/TE, 107a, 133</p> <p>ELA 1.5, ELD I7: Language Central SE/TE, 49</p>

ELA Standards Grade 5 Reading	ELD Standards Reading Grades 3-5				Primary Citations	Supporting Citations
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			are attached to known vocabulary (e.g., <i>speak, speaker</i> ).	EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading.  EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.		
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality</p>	<p><b>Reading Comprehension</b></p> <p>B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions.</p> <p>B9. Orally identify the relationship between simple</p>	<p><b>Reading Comprehension</b></p> <p>EI8. Read and 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>EI9. Read and</p>	<p><b>Reading Comprehension</b></p> <p>I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”).</p> <p>I10. Read text and identify features, such as the title, table of</p>	<p><b>Reading Comprehension</b></p> <p>EA10. Describe the main ideas and supporting details of a text.</p> <p>EA11. Generate and respond to comprehension questions related to the text.</p> <p>EA12. Describe relationships between the text</p>	<p>ELA 2.1, ELD I10, EA13: Language Central SE/TE, 15</p> <p>ELA 2.2, ELD EA16: Language Central SE/TE, 82</p> <p>ELA 2.3, ELD I11, EA10: Language Central SE/TE, 97</p>	<p>ELA 2.1, ELD I10, EA13: Language Central SE/TE, 135</p> <p>ELA 2.2, ELD EI11: Language Central SE/TE, 25</p> <p>ELA 2.3, ELD EA10, EA14: Language Central SE/TE, 167</p>

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<p>and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.2 Analyze text that is organized in sequential or chronological order.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or</p>	<p>text read aloud and one's own experience by using key words and/or phrases.</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p> <p>B12. Identify, using key words and /or phrases, the main idea in a story read aloud.</p> <p>B13. Point out text features, such as the title, table of contents, and chapter headings.</p>	<p>orally identify relationships between written text and one's own experience by using simple sentences.</p> <p>EI10. Understand and follow simple two-step directions for classroom activities.</p> <p>EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.</p> <p>EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.</p> <p>EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.</p> <p>EI14. Orally identify examples of fact and</p>	<p>contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</p> <p>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>I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p> <p>I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</p>	<p>and one's personal experience.</p> <p>EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.</p> <p>EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.</p> <p>EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</p> <p>EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</p>	<p>ELA 2.4, ELD I12, EA14: Language Central SE/TE, 122-123</p> <p>ELA 2.5, ELD EA15: Language Central SE/TE, 76-77</p>	<p>ELA 2.4, ELD EI12, EA14: Language Central SE/TE, 140-141</p> <p>ELA 2.5, ELD I10, EA13: Language Central SE/TE, 90-91</p>

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<p>generalizations about text and support them with textual evidence and prior knowledge.</p> <p><i>Expository Critique</i></p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p>		opinion in familiar texts read aloud.				
<p><b>3.0 Literary Response and Analysis</b></p> <p>Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p>	<p><b>Literary Response and Analysis</b></p> <p>B14. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p>B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.</p> <p>B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p>	<p><b>Literary Response and Analysis</b></p> <p>EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.</p> <p>EI17. Recite simple poems.</p> <p>EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.</p>			<p>ELA 3.1, ELD EI19: Language Central SE/TE, 65</p>	<p>ELA 3.1, ELD EI15: Language Central SE/TE, 38-39</p>

ELA Standards Grade 5 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p><b>1.0 Writing Strategies</b></p> <p>Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p> <p><i>Organization and Focus</i></p> <p>1.1 Create multiple-paragraph narrative compositions:</p> <p>a. Establish and develop a situation or plot.</p> <p>b. Describe the setting.</p> <p>c. Present an ending.</p> <p>1.2 Create multiple-paragraph expository compositions:</p> <p>a. Establish a topic, important ideas, or events in sequence or chronological order.</p> <p>b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</p> <p>c. Offer a concluding paragraph that summarizes important ideas and details.</p>	<p><b>Writing Strategies</b></p> <p>B2. Label key parts of common objects.</p> <p>B3. Create simple sentences or phrases with some assistance.</p>	<p><b>Writing Strategies</b></p> <p>EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.</p> <p>EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</p> <p>EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p><b>Writing Strategies</b></p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p>	<p><b>Writing Strategies</b></p> <p>EA3. Independently write simple responses to literature.</p> <p>EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p>	<p>ELA 1.1, ELD I2: Language Central SE/TE, 38-39, 125, 38-39, 25</p> <p>ELA 1.2, ELD EI4, I2: Language Central SE/TE, 169, 79, 99</p> <p>ELA 1.3, ELD Reading EA5: Language Central SE/TE, 163</p> <p>ELA 1.4, ELD Writing I3: Reading Street SE/TE, 5.2: 241o, 5.3: 323o, 371o, 5.4: 441o, 513e; Language Central SE/TE, 93</p> <p>ELA 1.5, ELD Reading EA5: Language Central SE/TE, 188</p> <p>ELA 1.6, ELD I2: Language Central SE/TE, 29, 117, 195</p>	<p>ELA 1.1, ELD I2, I5, EA3: Language Central SE/TE, 155, 163, 181</p> <p>ELA 1.2, ELD EI4: Language Central SE/TE, 53, 149, 169</p> <p>ELA 1.3, ELD Reading EA5: Language Central SE/TE, 115, 135</p> <p>ELA 1.4, ELD Writing I3: Reading Street SE/TE, 5.3: 353o, 5.4: 417o, 5.6: 675o; Language Central SE/TE, 90</p> <p>ELA 1.5, ELD Reading EA5: Language Central SE/TE, 126c</p> <p>ELA 1.6, ELD I2: Language Central SE/TE, 61, 169, 213</p>

ELA Standards Grade 5 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p><i>Research and Technology</i></p> <p>1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> <p>1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).</p> <p>1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p><i>Evaluation and Revision</i></p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>						
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research,</p>	<p>B4. Use models to write short narratives.</p> <p>B5. During group writing activities, write brief narratives and stories by using a few standard grammatical</p>	<p>EI1. Write short narrative stories that include elements of setting and characters.</p> <p>EI5. Follow a model to write a friendly letter.</p> <p>EI6. Produce</p>	<p>I1. Narrate with some detail a sequence of events.</p> <p>I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</p> <p>I4. Independently</p>	<p>EA1. Write a detailed summary of a story.</p> <p>EA2. Arrange compositions according to simple organizational patterns.</p> <p>EA5.</p>	<p>ELA 2.1, ELD B4, I1: Language Central SE/TE, 61, 67</p> <p>ELA 2.2, ELD EI6: Language Central SE/TE, 27, 39, 47, 77, 85, 91, 97, 122-123, 155, 187, 211</p>	<p>ELA 2.1, ELD B4, I1: Language Central SE/TE, 73</p> <p>ELA 2.2, ELD EI6: Language Central SE/TE, 41, 59, 65, 71, 109, 141, 173, 161, 179, 207</p>

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <p>a. Establish a plot, point of view, setting, and conflict.</p> <p>b. Show, rather than tell, the events of the story.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of a literary work.</p> <p>b. Support judgments through references to the text and to prior knowledge.</p> <p>c. Develop interpretations that exhibit careful reading and understanding.</p> <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <p>a. Frame questions that direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p>	forms.	independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<p>create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</p> <p>16. Write a letter independently by using detailed sentences.</p>	<p>Independently write a persuasive letter with relevant evidence.</p> <p>EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>	<p>ELA 2.3, ELD I4: Language Central SE/TE, 117, 137, 195</p> <p>ELA 2.4, ELD EA2: Language Central SE/TE, 128</p>	<p>ELA 2.3, ELD I3: Language Central SE/TE, 79, 47</p> <p>ELA 2.4, ELD EA2: Language Central SE/TE, 29, 53, 105</p>

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	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p>2.4 Write persuasive letters or compositions:</p> <p>a. State a clear position in support of a proposal.</p> <p>b. Support a position with relevant evidence.</p> <p>c. Follow a simple organizational pattern.</p> <p>d. Address reader concerns.</p>						

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced		
<p><b>1.0 Listening and Speaking Strategies</b></p> <p>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.</p> <p><i>Comprehension</i></p> <p>1.1 Ask questions that seek information not already discussed.</p> <p>1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p> <p>1.3 Make inferences or draw conclusions based on an oral report.</p>	<p><b>Strategies and Applications</b></p> <p>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).</p> <p>B2. Answer simple questions with one- to two-words responses.</p> <p>B3. Retell familiar stories and participate in</p>	<p><b>Strategies and Applications</b></p> <p>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>).</p> <p>EI2. Ask and answer questions using phrases or simple sentences</p> <p>EI3. Restate and execute multiple-</p>	<p><b>Strategies and Applications</b></p> <p>I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").</p> <p>I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</p>	<p><b>Strategies and Applications</b></p> <p>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.</p>	<p>ELA 1.1, ELD EI2: Language Central SE/TE, 166</p> <p>ELA 1.2, ELD B2: Language Central SE/TE, 36-37</p> <p>ELA 1.3, ELD I2: Language Central SE/TE, 49</p>	<p>ELA 1.1, ELD I1: Language Central SE/TE, 37, 49, 145</p> <p>ELA 1.2, ELD EI2: Language Central SE/TE, 76</p> <p>ELA 1.3, ELD I2: Language Central SE/TE, 122</p>

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	short conversations by using appropriate gestures, expressions, and illustrative objects.	step oral directions.				
<p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p> <p>1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.</p>	<p>B4. Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).</p>	<p>EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.</p> <p>EI5. Orally communicate basic needs (e.g., “May I get a drink of water?”).</p>	<p>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, male and female pronouns).</p> <p>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>	<p>EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</p> <p>EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>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</p>	<p>ELA 1.4, ELD I3: Language Central SE/TE, 102</p> <p>ELA 1.5, ELD I4: Language Central SE/TE, 44</p> <p>ELA 1.6, ELD EA3: Language Central SE/TE, 88, 120, 168</p>	<p>ELA 1.4, ELD I3: Language Central SE/TE, 1, 72</p> <p>ELA 1.5, ELD I3: Language Central SE/TE, 32</p> <p>ELA 1.6, ELD I3: Language Central SE/TE, 144</p>

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				information. EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”)		
<p><i>Analysis and Evaluation of Oral and Media Communication</i></p> <p>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.</p> <p>1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>					<p>ELA 1.7, ELD EA5: Language Central SE/TE, 65, 128, 129</p> <p>ELA 1.8, ELD EA5: Language Central SE/TE, 65, 167, 185</p>	<p>ELA 1.7, ELD EA5: Language Central SE/TE, 167</p> <p>ELA 1.8, ELD EA5: Language Central SE/TE, 129</p>
<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student</p>		<p>EL6. Recite familiar rhymes, songs, and simple stories.</p>	<p>I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.</p>	<p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA7. Use simple figurative language and</p>	<p>ELA 2.1, ELD EA5: Language Central SE/TE, 69</p> <p>ELA 2.2, ELD EA5: Language Central SE/TE, 109</p>	<p>ELA 2.1, ELD EA5: Language Central SE/TE, 121</p> <p>ELA 2.2, ELD EA5: Language Central SE/TE, 193</p>

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>speaking 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 five outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations:</p> <p>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</p> <p>b. Show, rather than tell, the listener what happens.</p> <p>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <p>a. Frame questions to direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p> <p>2.3 Deliver oral responses to literature:</p> <p>a. Summarize significant events and details.</p>				<p>idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.</p>	<p>ELA 2.3, ELD EA5: Language Central SE/TE, 96</p>	<p>ELA 2.3, ELD EA5: Language Central SE/TE, 109</p>

ELA Standards Grade 5 Listening and Speaking	ELD Standards Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>b. Articulate an understanding of several ideas or images communicated by the literary work.</p> <p>c. Use examples of textual evidence from the work to support conclusions.</p>						

ELA Standards Grade 5 Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p><b>Written and Oral English Language Conventions</b></p> <p>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><b>1.0 Written and Oral English Language Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions</p>	<p><b>English Language Conventions</b></p> <p>B6. Use capitalization when writing one's own name and at the beginning of sentences.</p> <p>B7. Use a period at the end of a sentence and a question mark at the end of a question.</p>	<p><b>English Language Conventions</b></p> <p>E17. Use capitalization to begin sentences and for proper nouns.</p> <p>E18. Use a period at the end of a sentence and use some commas appropriately.</p> <p>E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.</p>	<p><b>English Language Conventions</b></p> <p>I7. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).</p>	<p><b>English Language Conventions</b></p> <p>EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</p> <p>EA8. Use standard word order but may have more consistent grammatical forms, including inflections.</p> <p>EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation,</p>	<p>ELA 1.1, ELD EA7, I8: Language Central SE/TE, 40</p> <p>ELA 1.2, ELA EA8: Language Central SE/TE, 26</p> <p>ELA 1.3, ELD EA7: Language Central SE/TE, 206</p> <p>ELA 1.4, ELD E17: Language Central SE/TE, 52</p> <p>ELD 1.5, ELD I7: Language Central SE/TE, 121b</p>	<p>ELD 1.1, ELD I8: Language Central SE/TE, 134</p> <p>ELA 1.2, ELD B7: Language Central SE/TE, 166</p> <p>ELA 1.3, ELD EA7: Language Central SE/TE, 212</p> <p>ELA 1.4, ELD E17: Language Central SE/TE, 48d</p> <p>ELA 1.5, ELD EI9: Language Central SE/TE, 139a</p>

<b>ELA Standards Grade 5 Written and Oral English Language Conventions</b>	<b>ELD Standards English-Language Conventions Grades 3-5</b>				<b>Primary Citations</b>	<b>Supporting Citations</b>
	<b><u>B</u>eginning</b>	<b><u>E</u>arly <u>I</u>ntermediate</b>	<b><u>I</u>ntermediate</b>	<b><u>E</u>arly <u>A</u>dvanced</b>		
<p>to connect ideas.</p> <p><i>Grammar</i></p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.</p> <p><i>Punctuation</i></p> <p>1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</p> <p><i>Capitalization</i></p> <p>1.4 Use correct capitalization.</p> <p><i>Spelling</i></p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p>				<p>capitalization, and spelling).</p>		