

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 3 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 3 Reading | ELD Standards Reading Grades 3-5 | | | | Primary Citations | Supporting Citations |
|---|--|---|---|--|--|---|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>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.</p> <p><i>Decoding and Word Recognition</i></p> <p>1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> | <p>Word Analysis</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>Word Analysis</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>Word Analysis</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>Word Analysis</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 I1: Language Central SE/TE, 25a, 25b, 75b, 88, 101a-102b, 121b, 171a-171b, 191b</p> <p>ELA 1.2, ELD EI2, EA 9: Language Central SE/TE, 57a,–57b, 63a–63b, 153a–153b, 191a–191b</p> <p>ELA 1.3, ELD I6: Language Central SE/TE, 43b, 63, 89b, 153</p> | <p>ELA 1.1, ELD I1: Language Central SE/TE, 36, 45a, 89a, 101b, 153b, 197b</p> <p>ELA 1.2, ELD EI2: Language Central SE/TE, 55c, 88, 120, 152, 190d</p> <p>ELA 1.3, ELD I6: Language Central SE/TE, 29, 61, 95, 125, 137, 157</p> |
| <p><i>Vocabulary and Concept Development</i></p> <p>1.4 Use knowledge of</p> | Fluency and Systematic Vocabulary | Fluency and Systematic Vocabulary | Fluency and Systematic Vocabulary | Fluency and Systematic Vocabulary | <p>ELA 1.4, ELD I4: Language Central SE/TE, 159a-159b</p> | <p>ELA 1.4, ELD I4: Language Central SE/TE, 24d, 30d, 43a</p> |

| ELA Standards Grade 3 Reading | ELD Standards Reading Grades 3-5 | | | | Primary Citations | Supporting Citations |
|---|--|---|---|--|---|--|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| <p>antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>).</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words.</p> | <p>Development</p> <p>B3. Read aloud simple words (e.g., nouns and 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</p> | <p>Development</p> <p>EI3. Apply knowledge of content-related 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</p> | <p>Development</p> <p>I3. Create a simple dictionary of frequently 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</p> | <p>Development</p> <p>EA2. Use knowledge of English 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, 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, 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</p> | <p>ELA 1.5, ELD EI3A: Language Central SE/TE, 31, 57, 61, 81, 153</p> <p>ELA 1.6, ELD EI5: Language Central SE/TE, 166, 167, 172, 173, 197a</p> <p>ELA 1.7, ELD EA5: Language Central SE/TE, 37, 107b</p> <p>ELA 1.8, ELD I8: Language Central SE/TE, 37a-37b, 95a-95b, 107a-107b, 133a-133b, 139a-139b</p> | <p>ELA 1.5, ELD EI3: Language Central SE/TE, 82, 83</p> <p>ELA 1.6, ELD EI5: Language Central SE/TE, 63, 101, 127, 146, 157, 185</p> <p>ELA 1.7, ELD EA5: Language Central SE/TE, 110, 121, 133, 203b</p> <p>ELA 1.8, ELD I8: Language Central SE/TE, 36d, 94d, 95b, 106c, 112d, 114, 132c, 174, 184</p> |

| ELA Standards Grade 3 Reading | ELD Standards Reading Grades 3-5 | | | | Primary Citations | Supporting Citations |
|--|--|---|--|--|---|---|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| | objects). | own writing of narrative and expository texts. | reading. I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). | metaphors used in literature and texts in content areas. 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. | | |
| 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 | Reading Comprehension B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension | Reading Comprehension E18. Read and listen to simple stories and demonstrate understand by using simple sentences to respond to explicit detailed | Reading Comprehension I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in | Reading Comprehension EA10. Describe the main ideas and supporting details of a text. EA11. Generate and respond to comprehension questions related | ELA 2.1, ELD I10: Language Central SE/TE, 59 ELA 2.2, ELD I9: Language Central SE/TE, 61, 70-71, 95, 152 | ELA 2.1, ELD I10: Language Central SE/TE, 27, 69a ELA 2.2, ELD I11: Language Central SE/TE, 44, 56, 58, 97 |

| ELA Standards Grade 3 Reading | ELD Standards Reading Grades 3-5 | | | | Primary Citations | Supporting Citations |
|---|---|---|---|---|---|---|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| <p>information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p> <p>2.3 Demonstrate comprehension by</p> | <p>questions.</p> <p>B9. Orally identify the relationship between simple 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>questions</p> <p>(e.g., “The bear is brown”).</p> <p>EI9. Read and 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</p> | <p>the forest”).</p> <p>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>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</p> | <p>to the text.</p> <p>EA12. Describe relationships between the text 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>EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</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</p> | <p>ELA 2.3, ELD EI12, I11: Language Central SE/TE, 25, 57, 91, 133, 187</p> <p>ELA 2.4, ELD I11: Language Central SE/TE, 58, 64, 65</p> <p>ELA 2.5, ELD I11: Language Central SE/TE, 58, 59, 64, 65, 187</p> <p>ELA 2.6, ELD EA15: Language Central SE/TE, 62-63, 74-75, 79, 90-91, 192-193, 198-199</p> <p>ELA 2.7, ELD I13: Language Central SE/TE, 172</p> | <p>ELA 2.3, ELD, B9, EI19, I12, EA12, EA15: Language Central SE/TE, 63, 123, 205</p> <p>ELA 2.4, ELD EI12, EA14: Language Central SE/TE, 71, 75, 109</p> <p>ELA 2.5, ELD I11: Language Central SE/TE, 62d, 68d, 113, 140, 184d</p> <p>ELA 2.6, ELD EA15: Language Central SE/TE, 65, 67, 68-69, 197</p> <p>ELA 2.7, ELD I13, B10, EI10: Language Central SE/TE, 42d, 44</p> |

| ELA Standards Grade 3 Reading | ELD Standards Reading Grades 3-5 | | | | Primary Citations | Supporting Citations |
|---|---|--|---|------------------|---|--|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| <p>identifying answers in the text.</p> <p>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>2.5 Distinguish the main idea and supporting details in expository text.</p> <p>2.6 Extract appropriate and significant information from the text, including problems and solutions.</p> <p>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p> | | <p>chapter headings.</p> <p>EI14. Orally identify examples of fact and opinion in familiar texts read aloud.</p> | <p>texts and orally identify examples of fact and opinion and cause and effect.</p> | <p>in texts.</p> | | |
| <p>3.0 Literary Response and Analysis</p> <p>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 literary terms or elements (e.g., theme, plot, setting, characters). 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</i></p> | <p>B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</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, 49b, 57b, 89b, 127b, 191b</p> | <p>ELA 3.1, ELD EI19: Language Central SE/TE, 29, 67, 73, 99, 111; Language Central Transparency, 24</p> |

| ELA Standards Grade 3 Reading | ELD Standards Reading Grades 3-5 | | | | Primary Citations | Supporting Citations |
|---|----------------------------------|--------------------|--------------|----------------|-------------------|----------------------|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| <i>Literature</i> 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). | | | | | | |

| ELA Standards Grade 3 Writing | ELD Standards Writing Grades 3-5 | | | | Primary Citations | Supporting Citations |
|--|---|--|---|---|---|---|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i> 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details <i>Research</i> 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, | Writing Strategies B2. Label key parts of common objects. B3. Create simple sentences or phrases with some assistance. | Writing Strategies E12. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. E13. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. E14. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history- | Writing Strategies I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). | Writing Strategies EA3. Independently write simple responses to literature. EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). | ELA 1.1, ELD EI3: Language Central SE/TE, 61, 85, 131, 163, 192 ELA 1.3, ELD Reading EA5, EA13: Language Central SE/TE, 41, 61, 67, 73, 137, 169, 181 ELA 1.4, ELD I4: Language Central SE/TE, 41, 61, 67, 73, 79 | ELA 1.1, ELD I2, EA3: Language Central SE/TE, 31, 64, 91 ELA 1.3, Reading EA5, EA13: Language Central SE/TE, 69, 144c, 169, 181 ELA 1.4, ELD I4: Language Central SE/TE, 53d, 53e, 53f, 85c |

| ELA Standards Grade 3 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 | | |
| encyclopedia). <i>Evaluation and Revision</i> 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. | | social science). | | | | |
| <p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade three outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <p>a. Provide a context within which an action takes place.</p> <p>b. Include well-chosen details to develop the plot.</p> <p>c. Provide insight into why the selected incident is memorable.</p> <p>2.2 Write descriptions that use concrete sensory details</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 forms.</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 independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</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 create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</p> <p>I6. Write a letter independently by using detailed sentences.</p> | <p>EA1. Write a detailed summary of a story.</p> <p>EA2. Arrange compositions according to simple organizational patterns.</p> <p>EA5. 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 2.1, ELD EI1, I1, EA6: Language Central SE/TE, 67, 73, 111, 149</p> <p>ELA 2.2, ELD EI1: SE/TE, 50, 178, 26, 38, 204</p> <p>ELA 2.3, ELD EI5, I6: Language Central SE/TE, 95b, 101b, 169, 201, 206</p> | <p>ELA 2.1, ELD EI1, I1, EA6: Language Central SE/TE, 67, 73, 79, 99, 111, 149, 205</p> <p>ELA 2.2, ELD EI1: SE/TE, 27, 32, 40, 50, 114</p> <p>ELA 2.3, ELD, I6: Language Central SE/TE, 43, 113b; Language Central: Transparency, 12</p> |

| ELA Standards Grade 3 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>to present and support unified impressions of people, places, things, or experiences.</p> <p>2.3 Write personal and formal letters, thank-you notes, and invitations:</p> <p>a. Show awareness of the knowledge and interest of the audience and establish a purpose and context.</p> <p>b. Include the date, proper salutation, body, closing, and signature.</p> | | | | | | |

| ELA Standards Grade 3 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>Listening and Speaking</p> <p>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.</p> <p><i>Comprehension</i></p> <p>1.1 Retell, paraphrase, and explain what has been said by a speaker.</p> <p>1.2 Connect and relate prior experiences, insights, and</p> | <p>Strategies and Applications</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-</p> | <p>Strategies and Applications</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</p> | <p>Strategies and Applications</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</p> | <p>Strategies and Applications</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 EI3: Language Central SE/TE, 161, 172</p> <p>ELA 1.2, ELD I2: Language Central SE/TE, 62, 89, 144, 167, 177, 179</p> <p>ELA 1.3, ELD I1: SE/TE, 25, 37, 57, 177, 209</p> | <p>ELA 1.1, ELD EI3, EA2: Language Central SE/TE, 45</p> <p>ELA 1.2, ELD EA1: Language Central SE/TE, 121, 127, 134</p> <p>ELA 1.3, ELD I1: Language Central SE/TE, 69, 75, 81</p> |

| ELA Standards Grade 3 Listening and Speaking | ELD Standards Listening and Speaking Grades 3-5 | | | | Primary Citations | Supporting Citations |
|---|---|---|--|--|---|--|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| <p>ideas to those of a speaker.</p> <p>1.3 Respond to questions with appropriate elaboration.</p> <p>1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).</p> | <p>words responses.</p> <p>B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.</p> | <p>using phrases or simple sentences</p> <p>EI3. Restate and execute multiple-step oral directions.</p> | <p>using both verbal and nonverbal responses.</p> | | <p>ELA 1.4, ELD EI6: Language Central SE/TE, 63a</p> | <p>ELA 1.4, ELD EI6: Language Central SE/TE, 48d, 49b, 101a; Newcomer Student Edition, 18; Transparency 24</p> |
| <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.5 Organize ideas chronologically or around major points of information.</p> <p>1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.</p> <p>1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.</p> <p>1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).</p> <p>1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.</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</p> | <p>ELA 1.5, ELD EI4: Language Central SE/TE, 32, 38, 45, 61, 75</p> <p>ELA 1.6, ELD EA2: Language Central SE/TE, 32, 65, 147</p> <p>ELA 1.7, ELD EA5: Language Central SE/TE, 26, 58, 61, 65, 82, 96</p> <p>ELA 1.8, ELD B3 Language Central SE/TE, 35, 43, 89, 153, 171</p> <p>ELA 1.9, ELD EI6: Language Central SE/TE, 25b, 31b, 43b, 49b, 57b</p> | <p>ELA 1.5, ELD EI4: Language Central SE/TE, 47, 89, 113, 139</p> <p>ELA 1.6, ELD EA2: Language Central SE/TE, 33, 39, 155</p> <p>ELA 1.7, ELD EA5: Language Central SE/TE, 31, 85, 105, 122, 160</p> <p>ELA 1.8, ELD B3 Language Central SE/TE, 113</p> <p>ELA 1.9, ELD EI6: Language Central SE/TE, 163; Language Central Transparency, 24; Rhythm Standard is supported throughout the Song</p> |

| ELA Standards Grade 3 Listening and Speaking | ELD Standards Listening and Speaking Grades 3-5 | | | | Primary Citations | Supporting Citations |
|--|---|---|--|--|---|---|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| | | | | by asking and answering questions and restating and soliciting information. EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?") | | Book including the following examples: Language Central: Song Book, 6, 26, 50 |
| <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. | | | | | ELA 1.10, ELD B3: Language Central SE/TE, 169, 201 ELA 1.11, ELD Reading EI14: Language Central SE/TE, 140-141, 162, 198 | ELA 1.10 ELD, B3: Language Central SE/TE, 105 ELA 1.11, ELD Reading EI14 : Language Central SE/TE, 149f, 181d |
| 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 | | EI6. Recite familiar rhymes, songs, and simple stories. | I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing. | EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. EA7. Use simple figurative language and idiomatic expressions | ELA 2.1, ELD I5: Language Central SE/TE, 51, 147 ELA 2.2, ELD EI6: Language Central SE/TE, 95, 147, 163 | ELA 2.1, ELD I5: Language Central SE/TE, 69, 75, 146, 147, 155 ELA 2.2, ELD EI6: Language Central SE/TE, 49b; Language Central Transparency, 24 |

| ELA Standards Grade 3 Listening and Speaking | ELD Standards Listening and Speaking Grades 3-5 | | | | Primary Citations | Supporting Citations |
|--|---|--------------------|--------------|--|---|---|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| <p>and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Make brief narrative presentations:</p> <p>a. Provide a context for an incident that is the subject of the presentation</p> <p>b. Provide insight into why the selected incident is memorable.</p> <p>c. Include well-chosen details to develop character, setting, and plot.</p> <p>2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.</p> <p>2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> | | | | (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences. | ELA 2.3, ELD, 15, EA7: Language Central SE/TE, 26, 62, 89, 154, 178, 186 | ELA 2.3, ELD, 15, EA7: Language Central SE/TE, 27, 31, 32, 45, 61, 114 |

| ELA Standards Grade 3 Written and Oral English Language Conventions | ELD Standards English-Language Conventions Grades 3-5 | | | | Primary Citations | Supporting Citations |
|---|---|--|--|--|---|--|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | | |
| 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> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <i>Grammar</i> 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i> 1.5 Punctuate dates, city and state, and titles of books | English Language Conventions B6. Use capitalization when writing one’s own name and at the beginning of sentences. B7. Use a period at the end of a sentence and a question mark at the end of a question. | English Language Conventions E17. Use capitalization to begin sentences and for proper nouns. E18. Use a period at the end of a sentence and use some commas appropriately. E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections. | English Language Conventions I7. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement). | English Language Conventions EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. EA8. Use standard word order but may have more consistent grammatical forms, including inflections. EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling). English-Language Arts Content Standards Grade 3: Spelling 1.8 Spell correctly one-syllable words that have blends, | ELA 1.1, ELD EI9: Language Central SE/TE, 40, 46, 70 ELA 1.2, ELD I8: Language Central SE/TE, 69a-69b, 104, 124, 156 ELA 1.3, ELD EA8: Language Central SE/TE, 37a-37b, 110, 116, 146, 210 ELA 1.4, ELD EA8: Language Central SE/TE, 28, 34, 92, 98 104 ELA 1.5, ELD EA9: Language Central SE/TE, 194, 206-207 ELA 1.6, ELD EI8: Language Central SE/TE, 194, 206- 207 ELA 1.7, ELD EA7: Language Central SE/TE, 188, 194 ELA 1.8, ELD EI9: Language Central SE/TE, 31a-31b, 66, 69a-69b, 75a-75b, 89a-89b, 142, 159a-159b | ELA 1.1, ELD B7: Language Central SE/TE, 28, 41, 64 ELA 1.2, ELD I8: Language Central SE/TE, 50, 68c, 68d 92, 116, 136 ELA 1.3, ELD EA8: Language Central SE/TE, 68c, 208d ELA 1.4, ELD EA8: Language Central SE/TE, 53, 60, 72 ELA 1.5, ELD EA9: Language Central SE/TE, 190b, 213f, ELA 1.6, ELD EI8: Language Central: SE/TE, 190b, 213f, 242 ELA 1.7, ELD EA7: Language Central SE/TE, SE/TE, 127, 158, 159 ELA 1.8, ELD EA9: Language Central SE/TE, 2, 25b, 43a |

| ELA Standards Grade 3 Written and Oral English Language Conventions | ELD Standards English-Language Conventions 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>correctly.</p> <p>1.6 Use commas in dates, locations, and addresses and for items in a series.</p> <p><i>Capitalization</i></p> <p>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p> <p><i>Spelling</i></p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p>1.9 Arrange words in alphabetic order.</p> | | | | <p>contractions, compounds, orthographic patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p>1.9 Arrange words in alphabetic order.</p> <p>Grade 4: Spelling</p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p> | <p>ELA 1.9, ELD EI9: Language Central SE/TE, 163, 169</p> | <p>ELA 1.9, ELD EI9: Language Central SE/TE, 175, 181</p> |