

ELA/ELD Standards Correlation Matrix for ELD Materials Kindergarten 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 Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency and Systematic Vocabulary Development</p> <p>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p> <p><i>Concepts About Print</i></p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>1.6 Recognize and name all uppercase and lowercase letters of the</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p><i>Fluency and Systematic Vocabulary Development</i></p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes,</p>	<p>Word Analysis</p> <p>E11. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and say a</p>	<p>Word Analysis</p> <p>EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted,</p>	<p>ELA 1.1, ELD I10: Language Central SE/TE, 8, 46, 84, 122, 160, 198</p> <p>ELA 1.2, ELD E14: Language Central SE/TE, 8, 46, 84, 122, 160, 198</p> <p>ELA 1.3, ELD I9: Language Central SE/TE, 46, 84, 122, 160, 198</p> <p>ELA 1.4, ELD I2: Language Central SE/TE, 11, 219</p> <p>ELA 1.5, ELD I2: Language Central SE/TE, 12, 18, 24, 219, 225, 231</p> <p>ELA 1.6, ELD I3: Language Central SE/TE, 9, 10, 18, 24, 30</p> <p>ELA 1.7, ELD I2: Language Central SE/TE, 50, 112, 232</p>	<p>ELA 1.1, ELD I10: Language Central SE/TE, 20, 52, 90, 128, 166, 204</p> <p>ELA 1.2, ELD E14: Language Central SE/TE, 67, 87, 111, 143, 193</p> <p>ELA 1.3, ELD I9: Language Central SE/TE, 46b, 84b, 122b, 160b, 198b</p> <p>ELA 1.4, ELD I2: Language Central SE/TE, 17, 35, 61, 143</p> <p>ELA 1.5, ELD I2: Language Central SE/TE, 11, 67, 125, 143, 163, 181</p> <p>ELA 1.6, ELD I3: Language Central SE/TE, 9d, 14d, 20d, 26d</p> <p>ELA 1.7, ELD I2: Language Central SE/TE, 71, 88, 94</p>

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>alphabet.</p> <p><i>Phonemic Awareness</i></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p>	<p>foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. 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>Grade One: Phonemic Awareness</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).</p>	<p>series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p>I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<p>or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Grade Two</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when</p>	<p>ELA 1.8, ELD I2: Language Central SE/TE, 100, 106, 118, 208, 220</p> <p>ELA 1.9, ELD I2: Language Central SE/TE, 88, 202, 214</p> <p>ELA 1.10, ELD EI1 Language Central SE/TE, 220</p> <p>ELA 1.11, ELD I2: Language Central SE/TE, 56, 62, 68, 74, 138, 144, 170, 232</p> <p>ELA 1.12, ELD I2: <i>These pages provide children opportunities to meet this standard.</i> Language Central SE/TE, 17, 29, 41, 67, 79</p> <p>ELA 1.13, ELD EA1: Language Central SE/TE, 199,201,202, 205, 223, 232</p>	<p>ELA 1.8, ELD I2: Language Central SE/TE, 114c, 114d</p> <p>ELA 1.9, ELD I2: Language Central SE/TE, 71, 100, 112, 232</p> <p>ELA 1.10, ELD EI1 Language Central SE/TE, 216d</p> <p>ELA 1.11, ELD I2: Language Central SE/TE, 80, 138</p> <p>ELA 1.12, ELD I2: <i>These pages provide children opportunities to meet this standard.</i> Language Central SE/TE, 23, 35, 55, 73, 225</p> <p>ELA 1.13, ELD EA1: Language Central SE/TE, 208, 214</p>

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.3 Count the number of sounds in syllables and syllables in words.</p> <p><i>Decoding and Word Recognition</i></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>			<p>I3. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>Grade One</p> <p>1.1 Match spoken words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p>reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>EA2. Recognize sound/symbol relationship and basic word-</p>	<p>ELA 1.14, ELD B1: Language Central SE/TE, 36, 42, 50, 56, 62, 68, 74, 80, 88, 132, 156</p> <p>ELA 1.15, ELD B2: Language Central SE/TE, 11, 55, 93, 137, 155</p> <p>ELA 1.16, ELD I2: Language Central SE/TE, 30, 94, 112, 208</p>	<p>ELA 1.14, ELD B1: Language Central SE/TE, 38c, 38d, 76d</p> <p>ELA 1.15, ELD B2: Language Central SE/TE, 232</p> <p>ELA 1.16, ELD I2: Language Central SE/TE, 42, 62, 88</p>

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	<u>Beginning</u>	<u>Early Intermediate</u>	<u>Intermediate</u>	<u>Early Advanced</u>		
				<p>formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Grade One: Decoding and Word Recognition</p> <p>1.10 Generate the sounds from all the letters and</p>		

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				<p>letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter- sounds associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite -ate</i>).</p>		

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
				1.16 Read aloud with fluency in a manner that sounds like natural speech.		
<p><i>Vocabulary and Concept Development</i></p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Read aloud an increasing number of English words.</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>Fluency and Systematic Vocabulary Development</p> <p>I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I5. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts Content Standards Grade One</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>I6. Use more complex vocabulary and sentences to communicate needs and express ideas in</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p>EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i>).</p> <p>EA5. Use decoding skills and knowledge of academic and social vocabulary</p>	<p>ELA 1.17, ELD B4: Language Central SE/TE, 22, 98, 142, 148, 180, 224</p> <p>ELA 1.18, ELD B6: Language Central SE/TE, 38-39, 204-205, 228-229</p>	<p>ELA 1.17, ELD B4: Language Central SE/TE, 22, 20c, 58d, 140c, 140d</p> <p>ELA 1.18, ELD B6: Language Central SE/TE, 166-167, 190-191</p>

ELA Standards Kindergarten Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	<u>Beginning</u>	<u>Early Intermediate</u>	<u>Intermediate</u>	<u>Early Advanced</u>		
	<p>of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. 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>a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p>17. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p>	to begin independent reading.		
<p>2.0 Reading Comprehension</p> <p>Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions,</p>	<p>Reading Comprehension</p> <p>B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching</p>	<p>Reading Comprehension</p> <p>E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>	<p>Reading Comprehension</p> <p>I9. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p>	<p>Reading Comprehension</p> <p>EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences</p>	<p>ELA 2.1, ELD I10: Language Central SE/TE, 8, 46, 84, 122, 160, 198</p> <p>ELA 2.2, ELD B7: Language Central SE/TE, 14-15, 84-85, 152-153</p>	<p>ELA 2.1, ELD I10: Language Central SE/TE, 20, 52, 90, 128, 166, 204</p> <p>ELA 2.2, ELD B7: Language Central SE/TE, 20-21, 32-33, 102-103</p>

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	<u>Beginning</u>	<u>Early Intermediate</u>	<u>Intermediate</u>	<u>Early Advanced</u>		
<p>comparing new information to what is already known). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Use pictures and context to make predictions about story content.</p> <p>2.3 Connect to life experiences the information and events in texts.</p> <p>2.4 Retell familiar stories.</p> <p>2.5 Ask and answer questions about essential elements of a text.</p>	<p>objects, pointing to an answer, drawing pictures).</p> <p>B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions.</p> <p>B9. Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).</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>EI8. Draw and label pictures related to a story topic or one’s own experience.</p> <p>EI9. Understand and follow simple two-step directions for classroom activities.</p> <p>EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</p> <p>EI11. Draw logical inferences from a story read aloud.</p>	<p>I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p>I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I12. Write captions or phrases for drawings related to a story.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p>	<p>about the text.</p> <p>EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p>EA8. Write a brief summary (three or four complete sentences) of a story.</p> <p>EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p>EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p>	<p>ELA 2.3, ELD B9: Language Central SE/TE, 8-9, 20-21, 26-27, 32-33</p> <p>ELA 2.4, ELD B5: Language Central SE/TE, 140-141</p> <p>ELA 2.5, ELD B7: Language Central SE/TE, 64-65, 84-85, 140-141</p>	<p>ELA 2.3, ELD B9: Language Central SE/TE, 108-109, 114-115, 128-129</p> <p>ELA 2.4, ELD B5: Language Central SE/TE, 122-123</p> <p>ELA 2.5, ELD B7: Language Central SE/TE, 90-91, 96-97, 108-109</p>

ELA Standards Kindergarten Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write words and brief sentences that are legible.</p> <p><i>Organization and Focus</i></p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>1.2 Write consonant-vowel-consonant- words (i.e, demonstrate the alphabetic principle).</p> <p>1.3 Write by moving form left to right and from top to bottom.</p>	<p>Writing Strategies</p> <p>B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p> <p>B3. Write a few words or phrases about an event or character from a story read by the teacher.</p> <p>B4. Write a phrase or simple sentence about an experience generated from a group story.</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</p> <p>EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., “Today is Tuesday”).</p> <p>EI3. Write one to two simple sentences (e.g., “I went to the park”).</p>	<p>Writing Strategies</p> <p>I1. Write short narrative stories that include the elements of setting and characters.</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p> <p>I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</p> <p>I4. Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>I5. Write a friendly letter of a</p>	<p>Writing Strategies</p> <p>EA1. Write short narratives that include elements of setting, characters, and events.</p> <p>EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.</p> <p>EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).</p> <p>EA4. Write a formal letter.</p>	<p>ELA 1.1, ELD B3: Language Central SE/TE, 37, 43, 51, 57, 81, 86, 89, 101, 127, 145, 151, 157, 189, 195, 209, 221, 227</p> <p>ELA 1.2, ELD B3: <i>These pages prepare children to meet this standard.</i> Language Central SE/TE, 94, 118</p> <p>ELA 1.3, ELD B4: <i>These pages provide opportunities for children to meet this standard.</i> Language Central SE/TE, 86, 98, 101, 110, 113, 119</p>	<p>ELA 1.1, ELD B3: Language Central SE/TE, 25, 69, 75, 107, 113, 119, 133, 139, 165</p> <p>ELA 1.2, ELD B3: <i>These pages prepare children to meet this standard.</i> Language Central SE/TE, 88, 100, 106</p> <p>ELA 1.3, ELD B4: <i>These pages provide opportunities for children to meet this standard.</i> Language Central SE/TE, 114c, 114d</p>

ELA Standards Kindergarten Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
			few lines.			

ELA Standards Kindergarten Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students listen and respond to oral communication. They speak in clear and coherent sentences.</p> <p><i>Comprehension</i></p> <p>1.1 Understand and follow one- and two-step oral directions.</p> <p>1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>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.</p> <p>Using the listening and speaking strategies of kindergarten outlined in</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-word responses.</p> <p>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</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 by using phrases or simple sentences.</p> <p>EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>EI4. Orally</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions by using simple sentences.</p> <p>I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses.</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</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to stories and information, and orally identify key details and concepts.</p> <p>EA2. Retell stories in greater detail by including 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</p>	<p>ELA 1.1, ELD Reading B10: Language Central SE/TE, 62, 106, 112</p> <p>ELA 1.2, ELD B1: Language Central SE/TE, 63, 101, 145, 165</p> <p>ELA 2.1, ELD B1: Language Central SE/TE, 11, 34, 58-59, 76-77, 64-65, 96-97, 146-147, 166-167, 172-173, 184-185, 190-191</p> <p>ELA 2.2, ELD EI5: Language Central SE/TE, 122, 128, 134, 146</p> <p>ELA 2.3, ELD EI1: Language Central SE/TE, 103, 123, 128, 198, 204, 211</p>	<p>ELA 1.1, ELD Reading B10: Language Central SE/TE, 76d, 114d</p> <p>ELA 1.2, ELD B1: Language Central SE/TE, 19, 195</p> <p>ELA 2.1, ELD B1: Language Central SE/TE, 16, 22, 70-71, 178-179</p> <p>ELA 2.2, ELD EI5: Language Central SE/TE, 140</p> <p>ELA 2.3, ELD EI1: Language Central SE/TE, 90, 102, 122</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Listening and Speaking Standard 1.0, students:</p> <p>2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.</p> <p>2.2 Recite short poems, rhymes, and songs.</p> <p>2.3 Relate an experience or creative story in a logical sequence.</p>	<p>pictures).</p> <p>B4. Independently use common social greetings and simple repetitive phrases (e.g., “Thank you”, “You’re welcome”).</p>	<p>communicate basic needs (e.g., “May I get a drink?”).</p> <p>E15. Recite familiar rhymes, songs, and simple stories.</p>	<p>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>I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing</p>	<p>conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).</p>		

ELA Standards Kindergarten Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				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>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions.</p> <p><i>Sentence Structure</i></p> <p>1.1 Recognize and use complete, coherent sentences when speaking.</p> <p><i>Spelling</i></p> <p>1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>	<p>English Language Conventions</p> <p>B5. Use capitalization when writing one’s own name.</p>	<p>English Language Conventions</p> <p>EI4. Use capitalization to begin sentences and for proper nouns.</p> <p>EI5. Use a period or question mark at the end of a sentence.</p> <p>EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.</p>	<p>English Language Conventions</p> <p>I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</p>	<p>English Language Conventions</p> <p>EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</p> <p>EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).</p> <p>EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).</p> <p>English–Language Arts Content Standards</p> <p>Grade One:</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>	<p>ELA 1.1, ELD EA5: Language Central SE/TE, 53, 167, 179, 191, 223</p> <p>ELA 1.2, ELD EA6: <i>These pages provide opportunities for children meet this standard.</i> Language Central SE/TE, 177, 189, 200</p>	<p>ELA 1.1, ELD EA5: Language Central SE/TE, 20-21, 52, 166, 178, 190, 222</p> <p>ELA 1.2, ELD EA6: <i>These pages provide opportunities for children meet this standard.</i> Language Central SE/TE, 162, 171, 233</p>

ELA Standards Kindergarten Written and Oral English Language Conventions	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
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				Grade Two: 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).		