

Publisher: Houghton Mifflin Company		Program Title: Soar to Success: The Intermediate Intervention Program, Level 5	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	X	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

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

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	<input type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).	<input type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <input type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	<input type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. <input type="checkbox"/> <i>Comprehension</i> 1.1 Ask questions that seek information not already discussed. <input type="checkbox"/> 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and	EA2-ELD Summarize Strategy, Teacher's Manual (TM), 6, 8, 10, 12, 18, 24, 29, 30, 36, 37, 43, 44, 50, 56, 57, 64, 65, 72, 73, 80, 85, 86, 92, 93, 101, 109, 110, 111, 118, 120, 121, 128, 135, 136, 138, R182–R199; Retelling Protocols, TM: R28–R63		
<input type="checkbox"/> B2. Answer simple questions with one- to two-words responses.	<input type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences.	<input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;						
<input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are							
<input type="checkbox"/> B4. Independently								

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

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use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<input type="checkbox"/> read aloud by using phrases or simple sentences. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "May I get a drink of water?"). <input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> 14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> 15. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input type="checkbox"/> modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional	<input type="checkbox"/> others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input type="checkbox"/> A5. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> perspectives. <input type="checkbox"/> 1.3 Make inferences or draw conclusions based on an oral report. <input type="checkbox"/> <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. <input type="checkbox"/> 1.5 Clarify and support spoken ideas with evidence and examples. <input type="checkbox"/> 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. <input type="checkbox"/> <i>Analysis and Evaluation of Oral and Media Communications</i>	I5-ELD Revisiting, TM: 4, 7, 9, 11, 17, 18, 23, 24, 29, 30, 35, 36, 37, 43, 44, 49, 50, 55, 56, 57, 63, 64, 65, 71, 72, 79, 80, 85, 86, 92, 93, 94, 100, 101, 108, 109, 110, 118, 119, 120, 127, 128, 135, 136, 137; Retelling Protocols, TM: R28–R63 EA6-ELD Question Strategy, TM: 5, 8, 10, 12, 17, 18, 23, 24, 29, 36, 37, 43, 49, 50, 57, 63, 64, 72, 80, 85, 86, 92, 100, 101, 108, 109, 110, 119, 127, 135, 138		

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			<input type="checkbox"/> questions with more extensive supporting elements (e.g., "Which part of the story was the most important?"). <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.		<input type="checkbox"/> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. <input type="checkbox"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized			

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					formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a situation, plot, point			

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					<input type="checkbox"/> of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. <input type="checkbox"/> 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <input checked="" type="checkbox"/> 2.3 Deliver oral responses to literature: a. Summarize significant events	2.3-ELA Summarize Strategy, TM: 6, 8, 10, 12, 18, 24, 29, 30, 36, 37, 43, 44, 50, 56, 57, 64, 65, 72, 73, 80, 85, 86, 92, 93, 101, 109, 110, 111, 118, 120, 121, 128, 135, 136, 138		

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								and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions.		
								<u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.		

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					<input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.			
					<input type="checkbox"/> <i>Sentence Structure</i> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.			
					<input type="checkbox"/> <i>Grammar</i> 1.2 Identify and correctly use verbs that are often			

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					misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <i>Punctuation</i> <input type="checkbox"/> 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. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.			

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