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<th>ELD Listening and Speaking Standards</th>
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<tr>
<td>B1.</td>
<td>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).</td>
<td>E11. 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 he or she).</td>
</tr>
<tr>
<td>B4.</td>
<td>B4. Independently</td>
<td>E14. Orally identify the main points of simple conversations and stories that are</td>
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<tr>
<td>❑ use common social greetings and simple repetitive phrases (e.g., &quot;May I go and play?&quot;).</td>
<td>❑ others.</td>
</tr>
<tr>
<td>❑ read aloud by using phrases or simple sentences.</td>
<td>❑ EA4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.</td>
</tr>
<tr>
<td>❑ EI5. Orally communicate basic needs (e.g., &quot;May I get a drink of water?&quot;).</td>
<td>❑ A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.</td>
</tr>
<tr>
<td>❑ EI6. Recite familiar rhymes, songs, and simple stories.</td>
<td>❑ A4. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.</td>
</tr>
<tr>
<td>❑ however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</td>
<td>❑ A5. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).</td>
</tr>
<tr>
<td>14. Participate in social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.</td>
<td>❑ Organization and Delivery of Oral Communication 1.5 Organize ideas chronologically or around major points of information.</td>
</tr>
<tr>
<td>15. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.</td>
<td>❑ 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.</td>
</tr>
<tr>
<td>❑ EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.</td>
<td>❑ A2-ELD and 1.0 ELA Standard Teacher’s Resource Guide Classroom Connections p. 25</td>
</tr>
<tr>
<td>❑ EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</td>
<td>❑ Teacher’s Resource Guide Classroom Connections p. 25</td>
</tr>
<tr>
<td>❑ EA6. Ask and answer instructional</td>
<td>❑ Teacher’s Resource Guide Classroom Connections p. 25</td>
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- **Questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).**
- **EA7. Use simple figurative language and idiomatic expressions (e.g., “It's raining cats and dogs”) to communicate ideas to a variety of audiences.**
- **Modulation.**

**ELA Standards**

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- **1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.**
- **1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).**
- **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.**

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<tr>
<td>and points of view expressed in broadcast and print media.</td>
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</tr>
<tr>
<td>1.11 Distinguish between the speaker's opinions and verifiable facts.</td>
<td></td>
</tr>
<tr>
<td>2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the</td>
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<td><strong>Beginning</strong></td>
<td><a href="#">Organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:</a></td>
<td><a href="#">2.1 Make brief narrative presentations:</a></td>
</tr>
<tr>
<td><strong>Early Intermediate</strong></td>
<td><a href="#">Provide a context for an incident that is the subject of the presentation</a></td>
<td><a href="#">Provide insight into why the selected incident is memorable.</a></td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td><a href="#">Provide a context for an incident that is the subject of the presentation</a></td>
<td><a href="#">Provide insight into why the selected incident is memorable.</a></td>
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#### Grade 3

- **ELA Standards**
  - Dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.
  - Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

**Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking.

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<tr>
<td><strong>1.0 Written and Oral English Language Conventions</strong></td>
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<tr>
<td>Students write and speak with a command of standard English conventions appropriate to this grade level.</td>
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</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</td>
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<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.</td>
<td></td>
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<tr>
<td><strong>Punctuation</strong></td>
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<tr>
<td>1.5 Punctuate dates, city and state, and titles of books correctly.</td>
<td></td>
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<tr>
<td>1.6 Use commas in dates, locations, and</td>
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|  
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| Advanced                | Grade 3 |

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<td><strong>Capitalization</strong></td>
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<td>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from –y to –ies when forming the plural), and common homophones (e.g., hair-hare),</td>
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<tr>
<td>1.9 Arrange words in alphabetic order.</td>
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