

Publisher:		Program Title:	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802 & SB1113 – Budget Act 2004-2005)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input type="checkbox"/> Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., a in <i>cat</i> and final consonants). <input checked="" type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and Systematic Vocabulary Development	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input checked="" type="checkbox"/> A3. Recognize that some words have	<input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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. <input type="checkbox"/> 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i>	ELD Standards B5, EI4, I15 & ELA Standard 1.0, Pupil's Edition (PE), ACCESS History, Glossary, pp. 306-325; Talk and Share pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303; Teacher's Edition (TE), ACCESS History, Glossary, pp. T32-T36; Talk and Share pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303 ELD Standards EI3, I7, EA7, A4		

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	& ELA Standard <u>1.0 PE, ACCESS History, Glossary, pp. 306-325 and Look and Read, pp. 22-27, 34-39, 46-51, 58-63, 70-75, 82-303; TE, ACCESS History, Glossary, pp. T32-T36 and Look and Read, pp. 22-27, 34-39, 46-51, 58-63, 70-75, 82-303</u> <u>ELD Standards EI3, I7, EA7, A4 & ELA Standard 1.0 PE, ACCESS History, Glossary, pp. 306-325 and Key</u>	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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<input type="checkbox"/> academic settings (e.g., locations, greetings, classroom objects). <u>Reading Comprehension</u> <input type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input checked="" type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases.	<input type="checkbox"/> English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> E17. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. <u>Reading Comprehension</u> <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate understand by using simple sentences to respond to	<input type="checkbox"/> in discussions and reading. <input type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <u>Reading Comprehension</u> <input type="checkbox"/> 19. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”). <input type="checkbox"/> 110. Read text and identify features, such as the title,	<input checked="" type="checkbox"/> (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly	<input checked="" type="checkbox"/> with appropriate pacing, intonation, and expression narrative and expository texts. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input type="checkbox"/> A10. Use text features, such as format, diagrams,	<input type="checkbox"/> 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 Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality 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.	Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296; TE, ACCESS History, Glossary, pp. T32-T36 and Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296 <u>ELD Standards EI3, I7, EA7, A4 & ELA Standard 1.0 Student</u>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.	<input checked="" type="checkbox"/> explicit detailed questions (e.g., "The bear is brown").	<input type="checkbox"/> table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	<input type="checkbox"/> complex narrative and expository texts.	<input type="checkbox"/> charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/>	<i>Structural Features of Informational Materials</i>	Activity Journal (SAJ), <i>ACCESS History</i> , pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50-106 <u>ELD Standard EI4 & ELA Standard 1.0</u> , PE, <i>Access History</i> , Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296; TE, <i>Access History</i> , Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104,	
<input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input checked="" type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.	<input checked="" type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	<input checked="" type="checkbox"/> EA10. Describe the main ideas and supporting details of a text.	<input checked="" type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.	<input type="checkbox"/>	2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.		
<input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities.	<input checked="" type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.	<input checked="" type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text.	<input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/>	2.2 Analyze text that is organized in sequential or chronological order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
<input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings.	<input checked="" type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.	<input type="checkbox"/> I13. Understand	<input checked="" type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.		
<u>Literary Response and</u>			<input checked="" type="checkbox"/> EA13. Locate text features, such as format, diagrams,	<u>Literary Response and Analysis</u>	<input type="checkbox"/>	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository Critique</i>		

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<input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses. <input type="checkbox"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of	<input checked="" type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud. Literary Response and Analysis <input type="checkbox"/> EI15. Respond orally to factual comprehension	<input type="checkbox"/> and follow some multiple-step directions for classroom-related activities. <input checked="" type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. Literary Response and Analysis <input checked="" type="checkbox"/> I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I16. Apply knowledge of language to derive	<input type="checkbox"/> charts, glossaries, and indexes, and identify the functions. <input checked="" type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological	<input type="checkbox"/> A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction. <input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. <input type="checkbox"/> A15. Recognize and describe themes stated directly or implied in literary texts. <input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text. <input type="checkbox"/> 3.0 Literary Response and Analysis 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 Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and	116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296 <u>ELD Standard E14 & ELA Standard 1.0</u> <i>PE, Access History, Language Notes pp. 25, 131,147, 171, 205, 215, 287; TE, Access History, Language Notes pp. 25, 131,147, 171, 205, 215, 287</i> <u>ELD Standard E14 & ELA Standard 1.0,</u> <i>PE, Access History,</i>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
fairy tales, folktales, myths, and legends.	<p>questions about brief literary texts by answering in simple sentences.</p> <p><input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences.</p> <p><input type="checkbox"/> EI17. Recite simple poems.</p> <p><input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary work.</p> <p><input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.</p>	<p>meaning from literary texts and comprehend them.</p>	<p>order and cause and effect.</p> <p><u>Literary Response and Analysis</u></p> <p><input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification).</p> <p><input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture.</p> <p><input type="checkbox"/> EA19. Read a literary selection and orally identify metaphors and similes.</p> <p><input type="checkbox"/> EA20. Identify the</p>		<p>nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p><input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p><input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p><input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied</p>	<p>Grammar Spotlight pp. 29, 41, 53, 209, 233, 257, 269, 293, 305; TE, <i>Access History</i>, Grammar Spotlight pp. 29, 41, 53, 209, 233, 257, 269, 293, 305</p> <p><u>ELD Standard EI4, & ELA Standard 1.0</u>, PE, <i>Access History</i>, Look and Read pp. 22-27, 34-40, 46-52, 106-111, 118-123, 262-267, 298-303; TE, <i>Access History</i>, Look and Read pp. 22-27, 34-40, 46-52, 106-111,</p>	

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	<input type="checkbox"/> E120. Describe orally in simple sentences a character in a literary selection according to his or her actions.		<input type="checkbox"/> motives of characters in a work of fiction. <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-		<input type="checkbox"/> or stated directly) in sample works. <input type="checkbox"/> 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. <input type="checkbox"/> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	118-123, 262-267, 298-303 <u>ELD Standard I3 & ELA Standard 1.0, SAJ, Access History, My Word List</u> , pp. 12, 16, 20, 48, 56, 72, 84, 96, 100 <u>ELD Standard B3 & ELA Standard 1.0, TE, Access History, Activities</u> , pp. 18, 24, 30, 42, 46, 48, 134 <u>ELD Standard B5 & ELA Standard 1.0, TE, Access History, Activities</u> , pp. 22,		

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			person points of view in a literary text.				24, 30, 34, 42, 46, 48, p. 54, p.56, p.58, p.155 ELD Standard EA3, A3 & ELA Standard 1.3 Pupil's Edition ACCESS History, Language Notes pp. 25, 35, 47, 205, 215, 287; TE, ACCESS History, Language Notes pp. 25, 35, 47, 205, 215, 287 ELD Standard A1 & ELA Standard 1.3, Pupil's Edition, Access History, Grammar Spotlight pp. 29, 41, 53, 209, 233,	

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						257, 269, 293, 305; TE, <i>Access History, Grammar Spotlight</i> pp. 29, 41, 53, 209, 233, 257, 269, 293, 305 <u>ELD Standard B9, EI9 & ELA Standard 2.0,</u> PE, <i>Access History, Talk and Share</i> pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303; TE, <i>ACCESS History, Talk and Share</i> pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303 <u>ELD Standard I9 & ELA Standard</u>		

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								<u>2.0, PE, Access History, Talk and Share pp. pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303; TE, ACCESS History, Talk and Share pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303</u> <u>ELD Standard A9 & ELA Standard 2.0, PE, Access History, Summaries pp. 27, 39, 51, 63, 75, 87, 231, 243, 279, 291, 303; TE, Access History, Summaries pp. 27, 39, 51, 63, 75, 87, 231, 243,</u>	

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						279, 291, 303. ELD Standard A9 & ELA Standard 2.0, PE Access History, Develop Language pp. 28-29, 40-41, 256-257, 268- 269, 280-281, 292-293, 304- 305. TE, Access History, Develop Language pp. 28-29, 40-41, 256-257, 268- 269, 280-281, 292-293, 304- 305		
						ELD Standard B14 & ELA Standard 2.0, PE, Access History, Talk and Share pp. 23-27,		

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						35-39, 47-51, 83-87, 97-99, 301-303; TE, <i>ACCESS History</i> , Talk and Share pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303		
						<u>ELD Standard I14, EA14 & ELA Standard 2.0,</u> PE, <i>Access History</i> , Develop Language pp. 28-29, 40-41, 256-257, 268- 269, 280-281, 292-293, 304- 305; TE, <i>Access History</i> , Develop Language pp. 28-29, 40-41, 256-257, 268- 269, 280-281, 292-293, 304-		

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Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802 & SB1113 – Budget Act 2004-2005)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							305 ELD Standard B11, A11, EI11 & ELA Standard 2.0, Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296; TE, ACCESS History, Glossary, pp. T32-T36 and Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272,	

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Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						284, 296		
						<u>ELD Standard B9, EI9, I12, EA12 & ELA Standard 2.0, PE, Access History, Building Background pp. 18, 30, 42, 210, 222; TE, Access History, Building Background pp. 18, 30, 42, 210, 222</u>		
						<u>ELD Standard A9, EI12, I11, EA11 & ELA Standard 2.0, PE, Access History, Summaries pp. 27, 39, 243, 255, 303; TE, Access History, Summaries pp.</u>		

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Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						27, 39, 243, 255, 303 ELD Standard I14, A9 & ELA Standard 2.0, PE, Access History, Develop Language pp. 28-29, 40-41, 256-257, 268-269, 280-281, 292-293, 304-305; TE, Access History, Develop Language pp. 28-29, 40-41, 256-257, 268-269, 280-281, 292-293, 304-305 ELD Standard EI12, I11, EA10 & ELA Standard 2.0, PE, Access History, Big Idea		

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Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						pp. 19, 31, 43, 271, 283, 295; TE, <i>Access History</i> , Big Idea pp. 19, 31, 43, 271, 283, 295 <u>ELD Standard EI12, I14 & ELA Standard 2.0 PE,</u> <i>Access History</i> , Skill Building pp. 57, 69, 93, 153, 201, 261, 237, 273, 297 ; TE, <i>Access History</i> , Skill Building pp. 57, 69, 93, 153, 201, 261, 237, 273, 297 <u>ELD Standard EA13 to ELA Standard 2.1</u> Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92,		

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Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296; TE, ACCESS History, Glossary, pp. T32-T36 and Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296		
						ELD Standard EA13 to ELA Standard 2.1, PE, Access History, Talk and Share pp. 23-27, 35-39, 47-51,		

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Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						83-87, 97-99, 301-303; TE, <i>ACCESS History</i> , Talk and Share pp. 23-27, 35-39, 47-51, 83-87, 97-99, 301-303		
						<u>ELD Standard EA14, A8 & ELA Standard 2.4, PE Access History, Develop Language pp. pp. 28-29, 40-41, 256-257, 268- 269, 280-281, 292-293, 304- 305. TE, Access History, Develop Language pp. 28-29, 40-41, 256-257, 268- 269, 280-281, 292-293, 304- 305</u>		

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							ELD Standard EI12 & ELA Standard 2.4, PE, Access <i>History</i> , Big Idea pp. 19, 31, 43, 271, 283, 295; TE, Access <i>History</i> , Big Idea pp. 19, 31, 43, 271, 283, 295 EI12 & ELA Standard 2.4, Pupil's Edition, <i>Access History</i> , Summaries pp. 27, 39, 243, 255, 303; TE, Access <i>History</i> , Summaries pp. 27, 39, 243, 255, 303 EI12, A8 & ELA Standard 2.4,	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5		Primary Citation	Supporting Citation
							PE, <i>Access History, Skill Building</i> pp. 57, 69, 93, 153, 201, 261, 237, 273, 297 ; TE, <i>Access History, Skill Building</i> pp. 57, 69, 93, 153, 201, 261, 237, 273, 297 <u>ELD Standard EA14 & ELA Standard 2.4, Key Concepts</u> , pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296; TE, <i>ACCESS History, Glossary</i> , pp.	

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							T32-T36 and Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248, 260, 272, 284, 296	

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