

**California Content Standard
Alignment:
Hoopoe Teaching Stories:
English Language Learners
The Boy Without a Name:
Summary Chart: Grades 3-5**

*The ELD standards must be applied appropriately for students in each grade level from kindergarten through grade twelve. This chart should be used in conjunction with the ELD standards for each independent grade level.

	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story	Using Words and Phrases - Playing Charades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Writing and Retelling	Creating Thoughtshots	Making Dream Boxes	Prepared Readers' Theater
LISTENING AND SPEAKING: Strategies and Applications English-language arts strand: Beginning ELD level*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Comprehension															
Answer simple questions with one-to two-word responses.	X			X		X	X	X			X				
Respond to simple directions and questions using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	X		X	X	X		X	X						X	
Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases).	X			X		X	X	X	X	X	X				
Use common social greetings and simple repetitive phrases independently (e.g., "Thank you" "You're welcome").															
Ask and answer questions by using phrases or simple sentences.	X		X	X		X	X	X			X				
Retell stories by using appropriate gestures, expressions, and illustrative objects.	X			X			X	X	X	X	X				X
Organization and Delivery of Oral Communication															
Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns, [he or she] may be inconsistent).	X	X	X	X		X	X	X	X	X	X				X
Orally communicate basic personal needs and desires (e.g., "May I go to the bathroom?").															
LISTENING AND SPEAKING: Strategies and Applications English-language arts strand: Intermediate ELD level*	X	X	X	X		X	X	X	X	X	X				X
Comprehension															
Ask and answer instructional questions by using simple sentences.	X		X	X		X	X	X			X				X
Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	X			X		X	X	X			X				
Ask and answer instructional questions with some supporting elements (e.g., "Which part of the story was the most important?").	X			X		X	X	X			X				
Comprehension and Organization and Delivery of Oral Communication															
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	X	X		X		X	X	X			X				

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Organization and Delivery of Oral Communication																
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns).		X	X	X	X		X	X	X	X	X	X				
LISTENING AND SPEAKING: Strategies and Applications English-language arts substrand: Advanced ELD level*		X	X		X		X	X	X			X				
Comprehension																
Demonstrate understanding of most idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately.																
Organization and Delivery of Oral Communication																
Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.			X		X		X	X	X			X				
READING: Word Analysis, Fluency, and Systematic Vocabulary Development English-language arts substrand: Beginning ELD level*		X	X		X		X	X	X	X		X				
Phonemic Awareness and Decoding and Word Recognition																
Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.		X	X	X	X		X	X	X	X	X	X				X
Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.		X	X	X	X		X	X	X	X	X	X				X
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print																
Produce most English phonemes while beginning to read aloud.		X						X		X	X	X				X
Vocabulary and Concept Development																
Produce simple vocabulary (single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).					X	X										
Demonstrate comprehension of simple vocabulary with an appropriate action.		X			X	X										
Retell stories by using simple words, phrases, and sentences.		X			X		X			X	X					X
Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike, preheat), synonyms (e.g., big, large) and antonyms (e.g., hot, cold).																

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Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.															
Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences.															
READING: Word Analysis, Fluency, and Systematic Vocabulary Development English-language arts substrand: Intermediate ELD level*	X	X		X		X	X	X	X	X					X
<i>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</i>	X	X		X		X	X	X	X	X					X
Produce English phonemes while reading aloud	X	X					X		X	X					X
Recognize sound/symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics).	X														
Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.	X						X		X						
<i>Vocabulary and Concept Development</i>															
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings.	X			X		X	X								
Recognize simple antonyms and synonyms (e.g., good, bad, blend, mix) in written text. Expand recognition of them and begin to use appropriately.		X													
Apply knowledge of vocabulary to discussions related to reading tasks.	X	X		X		X	X								
Read simple vocabulary, phrases, and sentences independently.	X	X					X		X	X					X
Read narrative and expository texts aloud with correct pacing, intonation, and expression.	X									X					X
Use expanded vocabulary and descriptive words in oral and written response to written texts.				X		X	X	X	X						
Recognize and understand simple idioms, analogies, and figures of speech in written text.															
Recognize that some words have multiple meanings and apply this knowledge to written text.															
Recognize the function of connectors in written text (e.g., first, then, after that, finally).															

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READING: Word Analysis, Fluency, and Systematic Vocabulary Development English-language arts strand: Advanced ELD level*	X	X		X			X								
<i>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</i>	X	X													
Apply knowledge of sound/symbol relationships and basic word formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	X														
<i>Vocabulary and Concept Development</i>															
Apply knowledge of academic and social vocabulary while reading independently.															
Be able to use a standard dictionary to find the meanings of unfamiliar words.															
Interpret the meaning of unknown words by using knowledge gained from previously read text.	X	X													
Understand idioms, analogies, and metaphors in conversation and written text.															
READING: Reading Comprehension English-language strand: Beginning ELD level*	X	X		X			X								
<i>Comprehension and Analysis of Grade-Level Appropriate Text</i>															
Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	X			X			X	X	X	X					X
Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (who, what, when, where, and how).	X			X			X	X							
Understand and follow simple one-step directions for classroom related activities.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>Structural Features of Informational Materials</i>															
Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames.	X			X			X		X						
Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	X			X			X	X							

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READING: Reading Comprehension English-language arts strand: Intermediate ELD level*		X			X		X									
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>																
Understand and follow simple written directions for classroom related-activities.																
Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences.		X														
Read and identify basic text features, such as the title, table of contents, and chapter headings.																
Respond to comprehension questions about text by using detailed sentences (e.g., "The brown bear lives with his family in the forest").		X														
<i>Structural Features of Informational Materials</i>																
Identify, using key words or phrases, the basic sequence of events in stories read.		X			X		X									
READING: Reading Comprehension English-language arts strand: Advanced ELD level*		X			X			X								
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>																
Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships.		X						X								
Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.		X			X											
Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice.																
Write a brief summary (two or three paragraphs) of a story.																
WRITING: Strategies and Applications English-language arts strand: Beginning ELD level*			X						X			X	X	X		
<i>Penmanship</i>																
Copy the alphabet legibly.																
Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).			X													

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Organization and Focus																
Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).																
Write phrases and simple sentences that follow English syntactical order.									X			X	X	X		
WRITING: Strategies and Applications English-language arts substrand: Intermediate ELD level*								X	X			X	X	X		
Organization and Focus																
Follow a model given by the teacher to independently write a short paragraph of at least four sentences.									X				X			
Organization and Focus, Penmanship																
Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science).									X			X	X	X		
Organization and Focus																
Create cohesive paragraphs that develop a central idea and consistency use standard English grammatical forms even though some rules may not be followed.									X				X			
Write simple sentences about an event or a character from a written text.								X	X			X	X			
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.								X	X			X	X	X		
WRITING: Strategies and Applications English-language arts substrand: Advanced ELD level*																
Organization and Focus																
Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.																
Write a multiparagraph essay with consistent use of standard grammatical forms.													X			