

ELD-ELA Standards Map
Grades 3-5

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). 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. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 1.7 Use clear and specific vocabulary to communicate ideas and establish tone. 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, charts).	1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning. 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. 2.1 Make narrative presentations: relate ideas, observations, or recollections about an event or experience; provide a context that enables the listener to imagine the circumstances; provide insight into why the selected event or experience is memorable.	1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
EI	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 <i>he/she</i>).			
I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).			
EA	Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.			
A	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.			
EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.			
A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.			

- = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Listening & Speaking

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.		1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	2.3 Deliver oral responses to literature; summarize significant events and details; articulate an understanding of several ideas or images communicated by the literary work; use examples or textual evidence from the work to support conclusions.
EA	Listen attentively to more complex stories/information on new topics and identify the main points and supporting details.			
A	Listen attentively to stories and subject area topics and identify the main points and supporting details.			
EI	Restate and execute multi-step oral directions.		1.4 Give precise directions and instructions.	
B	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	1.1 Retell, paraphrase, and explain what has been said by a speaker.	1.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.	1.3 Make inferences or draw conclusions based on an oral report.
EI	Orally identify the main points of simple conversation and stories that are read aloud using phrases or simple sentences.	1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.		
I	Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.	1.3 Respond to questions with appropriate elaboration.	1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering questions).	1.5 Clarify and support spoken ideas with evidence and examples.
EA	Retell stories in greater detail including characters, setting, plot, summary, and analysis.	1.5 Organize ideas chronologically or around major points of information.		
A	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. 1.10 Compare ideas and points of views expressed in broadcast and print media. 1.11 Distinguish between the speaker’s opinions and verifiable facts.	1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	

ELD-ELA Standards Map

Grades 3–5: Listening & Speaking

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I EA	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	2.1 Make brief narrative presentations: provide a context for an incident that is the subject of the presentation; provide insight into why the selected incident is memorable; include well-chosen details to develop character, setting, and plot.	2.2 Make informational presentations: frame a key question; include facts and details that help listeners to focus; incorporate more than one source of information (e.g., speakers, books, newspapers, television, or radio reports).	2.1 Deliver narrative presentations: establish a situation, plot, point of view, and setting with descriptive words and phrases; show, rather than tell, the listener what happens.
B EI I EA	Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”). Orally communicate basic needs (e.g., “May I get a drink of water?”). Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.	2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	2.2 Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations. 1.7 Identify, analyze, and critique persuasive techniques; identify logical fallacies used in oral persuasions and media messages.
EA A	Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”). Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside.”).		1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Word Analysis

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.			
B	Recognize sound/symbol relationships in own writing.			
EI	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).			
I	Produce most English phonemes correctly when reading aloud.			
EI	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words. 1.2 Decode regular multisyllabic words.		
I	Use common English morphemes in oral and silent reading.			
EA	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.			

- = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Read aloud simple words in stories or games (e.g., nouns and adjectives).			
EI	Read simple vocabulary, phrases, and sentences independently.			
EA	Use decoding and knowledge of academic and social vocabulary to achieve independent reading.			
A	Apply knowledge of academic and social vocabulary to achieve independent reading.			
EI	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.		
I	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.			
EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.			
I	Recognize some common roots and affixes when attached to known vocabulary (e.g., <i>speak, speaker</i>).	1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words.	1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).	1.2 Use word origins to determine the meaning of unknown words. 1.4 Know abstract roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).
EA	Use some common roots and affixes when attached to known vocabulary (e.g., <i>educate, education</i>).			
A	Apply knowledge of common roots and affixes when attached to known vocabulary.			

- = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	3–5	3	4	5
EA	Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird”).		1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	1.5 Understand and explain the figurative and metaphorical use of words in context.
EA	Use common idioms in discussions and reading (e.g., “scared silly”).			
A	Use common idioms, some analogies and metaphors in discussion and reading.			
EA	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., <i>present/gift</i> , <i>present/time</i>).	1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	1.6 Distinguish and interpret words with multiple meanings.	1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
A	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.			
I	Create a simple dictionary of frequently used words.	1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words.	1.5 Use a thesaurus to determine related words and concepts.	
EA	Use a standard dictionary to find the meanings of known vocabulary.			
A	Use a standard dictionary to determine meaning of unknown words.			
EI	Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
I	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.			
EA	Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.			
A	Read narrative and expository texts aloud with appropriate pacing, intonation, and expression.			

- = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Fluency & Systematic Vocabulary Development

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Demonstrate comprehension of simple vocabulary with an appropriate action.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
B	Retell simple stories using drawings, words, or phrases.	1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).		
B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).			
B	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).			
EI	Apply knowledge of content-related vocabulary to discussions and reading.			
I	Use content-related vocabulary in discussions and reading.			
EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.			

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Comprehension

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Point out text features such as title, table of contents, and chapter headings.	2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
EI	Read and identify basic text features such as title, table of contents, and chapter headings.			
I	Read and identify text features such as title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.			
EA	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.			
A	Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.			
B	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	
EI	Read and orally identify relationships between written text and their own experience using simple sentences.			
I	Read and use more detailed sentences to orally describe relationships between text and their own experiences.			
EA	Describe relationships between text and their experience.			
EA	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	2.6 Extract appropriate and significant information from the text, including problems and solutions.	2.4 Evaluate new information and hypotheses by testing them against several passages or articles.	2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
A	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.			

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Comprehension

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Respond orally to stories read to them by answering questions, using one- or two-word responses (e.g., “brown bear”).	2.3 Demonstrate comprehension by identifying answers in the text.	2.5 Compare and contrast information on the same topic after reading several passages or articles.	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
EI	Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown.”).			
I	Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”).			
B	Identify the main idea in a story read aloud using key words and/or phrases.	2.4 Recall major points in the text and make and modify predictions about forthcoming information.		
EI	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	2.5 Distinguish the main idea and supporting details in expository text.		
I	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.			
EA	Describe the main ideas and supporting details of a text.			
A	Describe main ideas and supporting details, including supporting evidence.			

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Reading Comprehension

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Identify the basic sequence of events in stories read to them, using key words or pictures.		2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	2.2 Analyze text that is organized in sequential or chronological order.
EI	Orally identify the basic sequence of written text using simple sentences.			
EA	Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.			
A	Identify significant structural (organizational) patterns in text, such as compare/contrast, cause/effect, and sequence/chronological order.			
EI	Orally identify examples of fact/opinion in familiar texts read to them.		2.6 Distinguish between cause and effect and between fact and opinion in expository text.	2.5 Distinguish facts, supported inferences, and opinions in text.
I	Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.			
EA	Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.			
A	Distinguish between fact/opinion, inference, and cause/effect in text.			
B	Understand and follow simple one-step directions for classroom or work-related activities.	2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	
EI	Understand and follow simple two-step directions of classroom or work-related activities.			
I	Understand and follow some multi-step directions for classroom-related activities.			

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Write the English alphabet legibly.	1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	1.4 Write fluidly and legibly in cursive or joined italic.	
EI I EA	Given a model, write a friendly letter. Independently write a letter using detailed sentences. Independently write a persuasive letter with relevant evidence.	2.3 Write personal and formal letters, thank-you notes, and invitations		
B EI EI I EA A	Label key parts of common objects. Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences. Write an increasing number of words and simple sentences appropriate for language arts and other content areas. Use more complex vocabulary and sentences appropriate for language arts and other content areas. Use complex vocabulary and sentences appropriate for language arts and other content areas. Write short narratives that include examples of writing appropriate for language arts and other content areas.		1.2 Create multiple-paragraph compositions: provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; conclude with a paragraph that summarizes the points; use correct indentation. 1.3 Use traditional structures for conveying information.	1.2 Create multiple-paragraph expository compositions: establish a topic, important ideas, or events in sequence or chronological order; provide details and transitional expressions that link one paragraph to another in a clear line of thought; offer a concluding paragraph that summarizes important ideas and details. 1.1 Create multiple-paragraph narrative compositions: establish and develop a situation or plot; describe the setting; present an ending.

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I	Begin to use a variety of genres in writing (i.e., expository, narrative, poetry).	1.1 Create a single paragraph: develop a topic sentence; include simple supporting facts and details.	1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	2.1 Write narratives: establish plot, point of view, setting, and conflict; show, rather than tell, the events of the story.
EA	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.			
A	Write a persuasive composition using standard grammatical forms.	2.1 Write narratives: provide a context within which an action takes place; include well-chosen details to develop the plot; provide insight into why the selected incident is memorable.	2.1 Write narratives: relate ideas, observations, or recollections of an event or experience; provide a context to enable the reader to imagine the world of the event or experience; use concrete sensory details; provide insight into why the selected event or experience is memorable.	2.2 Write responses to literature: demonstrate an understanding of a literary work; support judgments through references to the text and to prior knowledge; develop interpretations that exhibit careful reading and understanding.
A	Write multi-paragraph narrative and expository compositions using standard grammatical forms.			
B	During a group writing activities, write brief narratives and stories using a few standard grammatical forms.			
EI	Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	2.2 Write responses to literature: demonstrate an understanding of the literary work; support judgments through references to both the text and prior knowledge.	2.3 Write research reports about important ideas, issues, or events by using the following guidelines: frame questions that direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.
EI	Write short narrative stories that include the elements of setting and character.			
I	Narrate a sequence of events with some detail.		2.3 Write information reports: frame a central question about an issue or situation; include facts and details for focus; draw from more than one source of information.	
EA	Write a detailed summary of a story.			
EA	Independently write simple responses to literature.			
A	Write narratives that describe the setting, character, objects, and events.		2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	2.4 Write persuasive letters or compositions: state a clear position in support of a proposal; support a position with relevant evidence; follow a simple organizational pattern; address reader concerns.

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Writing Strategies & Applications

ELD Standards		ELA Standards		
Level	3–5	3	4	5
EI/I	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
I	Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence.)			
EA	Arrange compositions according to simple organizational patterns.			
A	Independently use all of the steps of the writing process.			
		1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendices). 1.5 Quote or paraphrase information sources, citing them appropriately. 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	1.3 Use organizational features of printed text to locate relevant information.
			1.7 Use various reference materials as an aid to writing.	1.5 Use a thesaurus to identify alternative word choices and meanings.
			1.9 Demonstrate basic keyboarding skills and familiarity with computer technology.	1.4 Create simple documents by using electronic media and employing organizational features.

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Writing Conventions

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Use capital letters when writing own name and the beginning of sentences.	1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.	1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	1.4 Use correct capitalization.
B	Use a period at the end of a sentence.			
EI	Use capital letters to begin sentences and proper nouns.			
EI	Use a period at the end of a sentence, and use some commas appropriately.			
I	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.			
EA	Produce independent writing with consistent use of capitalization, punctuation, and spelling.			
A	Produce writing that demonstrates a command of the conventions of standard English.	1.5 Punctuate dates, city and state, and titles of books correctly.	1.5 Use underlining, quotation marks, or italics to identify titles of documents.	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, etc.
EA	Produce independent writing with consistent use of capitalization, punctuation, and spelling.	1.6 Use commas in dates, locations, and addresses and for items in a series.	1.4 Uses parentheses, commas in direct quotations, and apostrophies in the possessive case of nouns and in contractions.	1.5 Spell roots, inflections, suffixes and prefixes, and syllable constructions correctly.
A	Produce writing that demonstrates a command of the conventions of standard English.	1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.	1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	
EI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.			
EA	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).			
A	Edit writing for punctuation, capitalization, and spelling.			

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Writing Conventions

ELD Standards		ELA Standards		
Level	3–5	3	4	5
I	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).	1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	1.1 Use simple and compound sentences in writing and speaking.	1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.
EA	Use standard word order but may have some inconsistent grammatical forms, including inflections.	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.	1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	
A	Use complete sentences and correct word order.	1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.	1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	1.2 Identify and correctly use verbs that are often misused.
A	Use correct parts of speech, including correct subject/verb agreement.	1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.		
		1.9 Arrange words in alphabetic order.		

- = Heavy line separates clusters of standards
- B** = Beginning **EA** = Early Advanced
- EI** = Early Intermediate **A** = Advanced
- I** = Intermediate

ELD-ELA Standards Map

Grades 3–5: Literary Response & Analysis

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Orally distinguish between fiction and non-fiction using one- or two-word responses or phrases.	3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
B	Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.			
EI	Orally distinguish among poetry, drama, and short stories using simple sentences.			
A	Describe the major characteristics of poetry, drama, fiction, and non-fiction.			
EI	Orally identify the main events of the plot using simple sentences.	3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	3.2 Determine the main events of the plot, their causes, and the influence of each event on future actions.	3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
EI	Orally describe the setting of a piece of literature using simple sentences.			
I	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.			
EA	Read and orally identify the main problem of a plot and how it is resolved in a selection.			
B	Orally identify different characters and settings in simple literary texts using words or phrases.	3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	3.3 Use knowledge of the situation and setting and of a character's traits and motivation to determine the causes for that character's actions.	3.3 Contrast the actions, motives (e.g., loyalty, conscientiousness, selfishness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
EI	Orally describe what a character is like by what he/she does in a selection, using simple sentences.			
EA	Identify the motives of characters in a work of fiction.			
A	Compare and contrast the motives of characters in a work of fiction.			

— = Heavy line separates clusters of standards

B = Beginning

EA = Early Advanced

EI = Early Intermediate

A = Advanced

I = Intermediate

ELD-ELA Standards Map

Grades 3–5: Literary Response & Analysis

ELD Standards		ELA Standards		
Level	3–5	3	4	5
B	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
EI	Orally respond to brief literary stories by answering factual comprehension questions, using simple sentences.			
I	Apply knowledge of language to derive meaning/ comprehension from literary texts.			
EA	Recognize and describe themes stated directly in a text.			
A	Recognize and describe themes stated directly or implied in literary texts.			
EA	Identify and describe figurative language (e.g., similes, metaphors, and personification).		3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
EA	Distinguish between literary connotations and symbols from culture to culture.			
EA	Read and orally identify metaphors and similes in a selection.			
EA	Read and orally identify the speaker or narrator in a selection, using simple sentences.	3.6 Identify the speaker or narrator in a selection.		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. 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.
EA	Recognize the difference between first and third person in a literary text.			
A	Identify and evaluate the author’s use of various techniques to influence readers’ perspectives.			
EI	Recite simple poems.	3.5 Recognize the similarity of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in selection.		