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ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
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**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

<b>Grades 6- 8 ELD Listening and Speaking Standards</b>					<b>ELA Standards</b>		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<input checked="" 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 checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases.  <input checked="" type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	<input checked="" 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 checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences.  <input checked="" type="checkbox"/> EI3. Restate and execute multiple-step oral directions.  <input checked="" type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter	<input checked="" type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message.  <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.  <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be	<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 type="checkbox"/> EA2. 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 modulation but may make random	<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 figurative language and idiomatic expressions 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 others.	<input checked="" type="checkbox"/> <b>Listening and Speaking</b>  <input checked="" type="checkbox"/> <b>1.0 Listening and Speaking Strategies</b>  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 checked="" type="checkbox"/> <b>Comprehension</b> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on	<b>B1-ELD</b> Unit 1: Vocabulary.  <b>B2-ELD</b> Unit 1: Dialog  <b>B3-ELD</b> Unit 1: Dialog, Hot Seat.  <b>B4-ELD</b> Unit 3: Dialog, Dialog 1  <b>EI-1 ELD</b> Unit 4: Grammar  <b>EI-2 ELD</b> Unit 5: Listening & Grammar.  <b>EI-3 ELD</b> Unit 6: Grammar, Part 3 & Quiz.  <i>(cont'd.)</i>	<b>B1-ELD</b> Teacher's Guide, p.16.  <b>B2-ELD</b> Teacher's Guide, p.16.  <b>B4-ELD</b> Teacher's Guide, p.36.  <b>EI-1 ELD</b> Teacher's Guide, p.48.  <b>EI-2 ELD</b> Teacher's Guide, pp.61-62.  <b>EI-3 ELD</b> Teachers' Guide, p. 72.

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<input checked="" type="checkbox"/> IB4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	content. <input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil"). <input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input checked="" type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.	<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 type="checkbox"/> EA6. Respond to messages by asking questions,	<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. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard	<input checked="" type="checkbox"/> 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, deliver, and purpose. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. <input checked="" type="checkbox"/> 1.4 Prepare a speech outline based upon a	Unit 5: Listening, Part 3.  <b>EI-4 ELD</b> Unit 6: Listening, Parts 1 & 2.  <b>EI-5 ELD</b> Unit 5: Dialog 2 Unit 6: Listening, Part 3.  <b>I-1 ELD</b> Units 5 & 6: Grammar, Part 1 and Part 2.  <b>I-2 ELD</b> Unit 4: Vocabulary. Unit 6: Listening, Part 1 & 2; and Dialog.  <b>I-3 ELD</b> Units 1-8: All Grammar Lessons.	<b>EI-4 ELD</b> Teacher's Guide, p.71.  <b>EI-5 ELD</b> Teacher's Guide, p. 70.  <b>I-5 ELD</b> Teacher's Guide p. 62.  <b>I-2 ELD</b> Teacher's Guide pp. 71-72.

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		<input type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> challenging statements, or offering examples that affirm the message.  <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "heavy as a ton of bricks," "soaking wet") to communicate ideas to a variety of audiences.  <input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.  <input type="checkbox"/> 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.  <input checked="" type="checkbox"/> 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.  <input type="checkbox"/> 1.7 Use audience feedback (e.g.,	Unit 7: Dialog 1.  <b>I-5 ELD</b> Unit 8: Listening, Parts 1 &2; Dialogs 1, 2, and Hot Seat.  <b>ELA Standards Listening and Speaking</b>  <b>1.0 ELA</b> Units 1-8, All Listening and Dialog lessons.  <b>1.1 ELA</b> Unit 7: Letters & Numbers: Money & Prices. Unit 7: Listening, Part 3. Unit 7: Dialogs 2&3.  <b>1.2 ELA</b>	

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										<input checked="" type="checkbox"/> verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. <i>Analysis and Evaluation of Oral and Media Communications</i> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material). <input type="checkbox"/> 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers)	Unit 8: Listening  <b>1.4 ELA</b> Unit 5: Listening.  <b>1.6 ELA</b> Unit 7: Listening, Part 2.  <b>1.7 ELA</b> Unit 4: Letters & Numbers Unit 5: Listening, Part 3.  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  <b>2.0 ELA</b> Units 1-8, All Listening and Dialog lessons.		

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<u>B</u> eginning		<u>E</u> arly <u>I</u> ntermediate		<u>I</u> ntermediate		<u>E</u> arly <u>A</u> dvanced		<u>A</u> dvanced		<b>Grade 8</b>		Primary Citation	Supporting Citation
										<p>communicate information and affect impressions and opinions.</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p><input checked="" type="checkbox"/></p> <p>Students deliver well-organized 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</p>			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8	Primary Citation	Supporting Citation
										<p>outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations (e.g., biographical, autobiographical):</p> <p><input type="checkbox"/> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g.,</p>		

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										relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 2.2 Deliver oral responses to literature: <input type="checkbox"/> a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through		

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										references to the text, other works, other authors, or personal knowledge. 2.3 Deliver research presentations: <input type="checkbox"/> a. Define a thesis. <input type="checkbox"/> b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and		

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						<p>graphs.</p> <p>2.4 Deliver persuasive presentations:</p> <p><input type="checkbox"/> a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.</p> <p>c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.</p>		

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										<input type="checkbox"/> d. Maintain a reasonable tone. 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.  <b>Written And Oral English Language Conventions</b>  The standards for written and oral English language conventions have been placed between those for writing and for listening and			

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						speaking because these conventions are essential to both sets of skills.  <b>1.0 Written and Oral English Language Conventions</b>  <input type="checkbox"/> Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.  <input type="checkbox"/> 1.2 Identify and use parallelism, including		

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					<input type="checkbox"/> similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> 1.4 Edit written manuscripts to ensure that correct grammar is used. <input type="checkbox"/> <i>Punctuation and Capitalization</i> 1.5 Use correct punctuation and capitalization. <i>Spelling</i> <input type="checkbox"/> 1.6 Use correct			

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										<input type="checkbox"/>	spelling conventions.		

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