



WRITE SOURCE © 2007

correlated to

**California English Language Development/English Language Arts
Standards for Supplemental ELD Materials
(Listening and Speaking Standards)**

Grades 9-12

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

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards			
<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	Grades 9-10	Primary Citation	Supporting Citation	
<input 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 of 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. <input checked="" type="checkbox"/> B4. Respond with simple words or	<input 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 checked="" type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input checked="" type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on	<input checked="" type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. <input type="checkbox"/> 1.1 Formulate judgments about the ideas under discussion and	GRADE 9 Student Book (SB) 394-401 Teacher's Edition (TE) 394-401		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

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<input type="checkbox"/> phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film, news report)	<input type="checkbox"/> content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "Do we have to _____?"). <input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> followed (e.g., third-person singular, male and female pronouns). <input 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"/> unfamiliar topics by asking and answering questions and restating and soliciting information. <input checked="" type="checkbox"/> EA4. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input checked="" type="checkbox"/> EA6. Use simple figurative language	<input type="checkbox"/> paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" 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 checked="" type="checkbox"/> A6. Speak clearly	<input type="checkbox"/> support those judgments with convincing evidence. 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or	(SB) 394 (TE) 394		

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		<input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages. <input checked="" type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources. <input checked="" type="checkbox"/> 18. Prepare and ask basic interview questions and respond to them.	and idiomatic expressions (e.g., “sunshine girl,” heavy as a ton of bricks”) to communicate ideas to a variety of audiences. <input checked="" type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources. <input checked="" type="checkbox"/> EA8. Prepare and deliver brief oral presentations/ reports on historical investigations, a problem and solution, or a cause and effect.	and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> cause. 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources). <input checked="" type="checkbox"/> 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. <input type="checkbox"/> 1.6 Present and	(SB) 394-395 (TE) 394-395		

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										advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance. <input checked="" type="checkbox"/> 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. <input checked="" type="checkbox"/> 1.8 Produce concise notes for extemporaneous delivery. <input checked="" type="checkbox"/> 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and	(SB) 398 (TE) 398 (SB) 396-397 (TE) 396-397 (SB) 394 (TE) 394		

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						<input type="checkbox"/> nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable. <input checked="" type="checkbox"/> 1.11 Assess how language and delivery affect the mood and tone of the oral communication	(SB) 394 (TE) 394	

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										<input checked="" type="checkbox"/> compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version). 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies	(SB) 394-401 (TE) 394-401		

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						<input checked="" type="checkbox"/> outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements,	(SB) 394-401 (TE) 394-401	

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						<input checked="" type="checkbox"/> gestures, and feelings of characters. d. Pace the presentation of actions to accommodate time or mood changes. 2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and	(SB) 394-401 (TE) 394-401	

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						significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately. <input checked="" type="checkbox"/> 2.3 Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses.	(SB) 394-401 (TE) 394-401	

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										c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview. <input checked="" type="checkbox"/> 2.4 Deliver oral responses to literature: a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages	(SB) 394-401 (TE) 394-401		

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						(i.e., make and support warranted assertions about the text). b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input checked="" type="checkbox"/> 2.5 Deliver persuasive arguments (including	(SB) 394-401 (TE) 394-401	

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											evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted		

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										<input checked="" type="checkbox"/> beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments. 2.6 Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives	(SB) 394-401 (TE) 394-401		

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										<p>and vantage points, and sensory details.</p> <p><u>Written And Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>☒ 1.0 Written And Oral English Language Conventions Students write and speak with a command of standard English conventions.</p>	<p>(SB) 52, 120-122, 136, 230-232, 286-288, 331, 389-391, 403, 579</p> <p>(TE) 52, 120-122, 136, 230-232, 286-288, 331, 389-391, 403, 579</p>		

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						<input checked="" type="checkbox"/> and control of grammar, paragraph and sentence structure, diction, and syntax. <i>Manuscript Form</i> <input checked="" type="checkbox"/> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. <input checked="" type="checkbox"/> 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations,	(SB) 605-671 (TE) 605- 671 (SB) 356-363, 381-384, 392 (TE) 342A-B, 356-363, 381-384, 392	

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										paraphrasing) with appropriate citations.		

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<input 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 of 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. <input checked="" type="checkbox"/> B4. Respond with simple words or	<input 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 or 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 checked="" type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input checked="" type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on	<input checked="" type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. <input type="checkbox"/> 1.1 Formulate judgments about the ideas under discussion and	GRADE 10 Student Book (SB) 394-401 Teacher's Edition (TE) 394-401		

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Publisher: GREAT SOURCE EDUCATION GROUP		Program Title: NEW GENERATION WRITE SOURCE	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
x	Beginning (B)	x	Early Advanced (EA)
x	Early Intermediate (EI)	x	Advanced (A)
x	Intermediate (I)		

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards			
<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	Grades 9-10	Primary Citation	Supporting Citation	
<input type="checkbox"/> phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film, news report)	<input type="checkbox"/> content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "Do we have to _____?"). <input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> followed (e.g., third-person singular, male and female pronouns). <input 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"/> unfamiliar topics by asking and answering questions and restating and soliciting information. <input checked="" type="checkbox"/> EA4. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input checked="" type="checkbox"/> EA6. Use simple figurative language	<input type="checkbox"/> paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" 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 checked="" type="checkbox"/> A6. Speak clearly	<input type="checkbox"/> support those judgments with convincing evidence. 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or	(SB) 394 (TE) 394		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards				
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				<input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages. <input checked="" type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources. <input checked="" type="checkbox"/> 18. Prepare and ask basic interview questions and respond to them.	and idiomatic expressions (e.g., “sunshine girl,” heavy as a ton of bricks”) to communicate ideas to a variety of audiences. <input checked="" type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources. <input checked="" type="checkbox"/> EA8. Prepare and deliver brief oral presentations/ reports on historical investigations, a problem and solution, or a cause and effect.	and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> cause. 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources). <input checked="" type="checkbox"/> 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. <input type="checkbox"/> 1.6 Present and	(SB) 394-395 (TE) 394-395	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance. <input checked="" type="checkbox"/> 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. <input checked="" type="checkbox"/> 1.8 Produce concise notes for extemporaneous delivery. <input checked="" type="checkbox"/> 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and	(SB) 398 (TE) 398 (SB) 396-397 (TE) 396-397 (SB) 394 (TE) 394	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
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					<input type="checkbox"/> nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable. <input checked="" type="checkbox"/> 1.11 Assess how language and delivery affect the mood and tone of the oral communication	(SB) 394 (TE) 394		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards								
<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		Grades 9-10		Primary Citation	Supporting Citation
										<input checked="" type="checkbox"/> compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version). 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies	(SB) 394-401 (TE) 394-401		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						<input checked="" type="checkbox"/> outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements,	(SB) 394-401 (TE) 394-401	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						<input checked="" type="checkbox"/> gestures, and feelings of characters. d. Pace the presentation of actions to accommodate time or mood changes. 2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and	(SB) 394-401 (TE) 394-401	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately. <input checked="" type="checkbox"/> 2.3 Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses.	(SB) 394-401 (TE) 394-401	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards								
<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		Grades 9-10		Primary Citation	Supporting Citation
										c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview. <input checked="" type="checkbox"/> 2.4 Deliver oral responses to literature: a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages	(SB) 394-401 (TE) 394-401		

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x	Early Intermediate (EI)	x	Advanced (A)				
x	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						(i.e., make and support warranted assertions about the text). b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input checked="" type="checkbox"/> 2.5 Deliver persuasive arguments (including	(SB) 394-401 (TE) 394-401	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted		

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 9-10		
												<input checked="" type="checkbox"/> beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments. 2.6 Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives	(SB) 394-401 (TE) 394-401	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						<p>and vantage points, and sensory details.</p> <p><u>Written And Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>☒ 1.0 Written And Oral English Language Conventions Students write and speak with a command of standard English conventions.</p>	(SB) 52, 120-122, 136, 230-232, 286-288, 331, 389-391, 403, 579 (TE) 52, 120-122, 136, 230-232, 286-288, 331, 389-391, 403, 579	

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Grades 9-10 ELD Listening and Speaking Standards						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
								<input checked="" type="checkbox"/> Grammar and <i>Mechanics of Writing</i> 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g. semicolons, colons, ellipses, hyphens).	(SB) 742-745 (TE) 742-745		
								<input checked="" type="checkbox"/> 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	(SB) 746-755 (TE) 746-755		
								<input checked="" type="checkbox"/> 1.3 Demonstrate an understanding of proper English usage	(SB) 738-763 (TE) 738-763		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
						<input checked="" type="checkbox"/> and control of grammar, paragraph and sentence structure, diction, and syntax. <i>Manuscript Form</i> <input checked="" type="checkbox"/> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. <input checked="" type="checkbox"/> 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations,	(SB) 605-671 (TE) 605- 671 (SB) 356-363, 381-384, 392 (TE) 342A-B, 356-363, 381-384, 392	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-10 ELD Listening and Speaking Standards						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10	Primary Citation	Supporting Citation
										paraphrasing) with appropriate citations.		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation	
<input 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 of 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. <input checked="" type="checkbox"/> B4. Respond with simple words or	<input 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 or 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 checked="" type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input checked="" type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on	<input checked="" type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and	<input checked="" type="checkbox"/> Listening And Speaking 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. <input type="checkbox"/> 1.1 Recognize strategies used by the media to inform, persuade, entertain,	GRADE 11 Student Book (SB) 440-447 Teacher's Edition (TE) 440-447		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

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ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
x	Beginning (B)	x	Early Advanced (EA)
x	Early Intermediate (EI)	x	Advanced (A)
x	Intermediate (I)		

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards			
<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	Grades 11-12	Primary Citation	Supporting Citation	
<input type="checkbox"/> phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film, news report)	<input type="checkbox"/> content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "Do we have to _____?"). <input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> followed (e.g., third-person singular, male and female pronouns). <input 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"/> unfamiliar topics by asking and answering questions and restating and soliciting information. <input checked="" type="checkbox"/> EA4. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input checked="" type="checkbox"/> EA6. Use simple figurative language	<input checked="" type="checkbox"/> paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" 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 checked="" type="checkbox"/> A6. Speak clearly	<input type="checkbox"/> and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). <input type="checkbox"/> 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. <input type="checkbox"/> 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers			

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards				
<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	Grades 11-12	Primary Citation	Supporting Citation
				<input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages.	<input type="checkbox"/> and idiomatic expressions (e.g., “sunshine girl,” heavy as a ton of bricks”) to communicate ideas to a variety of audiences.	<input type="checkbox"/> and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). <i>Organization and Delivery of Oral Communication</i> 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.	(SB) 300 (TE) 300	
			<input checked="" type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources.		<input checked="" type="checkbox"/> 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and	(SB) 228-229, 263 (TE) 228-229, 263		
			<input checked="" type="checkbox"/> 18. Prepare and ask basic interview questions and respond to them.	<input checked="" type="checkbox"/> EA8. Prepare and deliver brief oral presentations/ reports on historical investigations, a problem and solution, or a cause and effect.					

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
					<input type="checkbox"/> deductive reasoning b. Syllogisms and analogies <input type="checkbox"/> 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. <input type="checkbox"/> 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the test, and create skillful artistic staging. <input type="checkbox"/> 1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity			

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						<input checked="" type="checkbox"/> c. Technical language for specificity <input checked="" type="checkbox"/> 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. <input checked="" type="checkbox"/> 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. <i>Analysis and Evaluation of Oral and Media Communications</i> <input checked="" type="checkbox"/> 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication	(SB) 446 (TE) 446 (SB) 444 (TE) 444 (SB) 447 (TE) 447	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
					<input type="checkbox"/> and the impact the words may have on the audience. 1.12 Identify logical fallacies used in oral addresses (e.g., attack <i>ad hominem</i> , false causality, red herring, overgeneralization, bandwagon effect). <input type="checkbox"/> 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. <input type="checkbox"/> 1.14 Analyze the			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds"). <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of	(SB) 440-447 (TE) 440-447	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description,	(SB) 440-447 (TE) 440-447	

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x	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas. <input checked="" type="checkbox"/> 2.2 Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b. Analyze several historical records of	(SB) 440-447 (TE) 440-447		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d. Include information on all relevant perspectives and consider the validity and reliability of sources. <input checked="" type="checkbox"/> 2.3 Deliver oral responses to literature: a. Demonstrate a	(SB) 440-447 (TE) 440-447	

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Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of these strategies). c. Support important ideas and viewpoints through accurate and detailed references to the text or to other		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grades 11-12
							works. d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input checked="" type="checkbox"/> 2.4 Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online	(SB) 448-449 (TE) 448-449	

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Grades 11-12 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. <input checked="" type="checkbox"/> 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity,	(SB) 534-541 (TE) 534-541	

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						<p>force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</p> <p><u>Written And Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral</p>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						English Language Conventions Students write and speak with a command of standard English conventions. <input checked="" type="checkbox"/> 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <input checked="" type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.	(SB) 130-131, 605-763 (TE) 130-131, 605-763 (SB) 130-131, 608-617, 628-631, 648-653, 656- 665 (TE) 130-131, 608-617, 628-631, 648-653, 656- 665	

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<input 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 of 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. <input checked="" type="checkbox"/> B4. Respond with simple words or	<input 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 or 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 checked="" type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input checked="" type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on	<input checked="" type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and	<input type="checkbox"/> Listening And Speaking 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. <input checked="" type="checkbox"/> <i>Comprehension</i> 1.1 Recognize strategies used by the media to inform, persuade, entertain,	GRADE 12 Student Book (SB) 440-447 Teacher's Edition		

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Grades 11-12 ELD Listening and Speaking Standards					ELA Standards			
<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	Grades 11-12	Primary Citation	Supporting Citation	
<input type="checkbox"/> phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film, news report)	<input type="checkbox"/> content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "Do we have to _____?"). <input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> followed (e.g., third-person singular, male and female pronouns). <input 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"/> unfamiliar topics by asking and answering questions and restating and soliciting information. <input checked="" type="checkbox"/> EA4. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input checked="" type="checkbox"/> EA6. Use simple figurative language	<input checked="" type="checkbox"/> paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" 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 checked="" type="checkbox"/> A6. Speak clearly	<input type="checkbox"/> and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). <input type="checkbox"/> 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. <input type="checkbox"/> 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers	(TE) 440-447		

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ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
x	Beginning (B)	x	Early Advanced (EA)				
x	Early Intermediate (EI)	x	Advanced (A)				
x	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
		<input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages. <input checked="" type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources. <input checked="" type="checkbox"/> 18. Prepare and ask basic interview questions and respond to them.	and idiomatic expressions (e.g., “sunshine girl,” heavy as a ton of bricks”) to communicate ideas to a variety of audiences. <input checked="" type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources. <input checked="" type="checkbox"/> EA8. Prepare and deliver brief oral presentations/ reports on historical investigations, a problem and solution, or a cause and effect.	and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. <input type="checkbox"/> 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and			

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						<input type="checkbox"/> deductive reasoning b. Syllogisms and analogies <input type="checkbox"/> 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. <input checked="" type="checkbox"/> 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the test, and create skillful artistic staging. <input type="checkbox"/> 1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity	(SB) 220-255 (TE) 218A-B, 220-255	

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					<input type="checkbox"/> c. Technical language for specificity 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. <input type="checkbox"/> 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. <i>Analysis and Evaluation of Oral and Media Communications</i> <input checked="" type="checkbox"/> 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication		(SB) 446 (TE) 446	

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					<input checked="" type="checkbox"/> and the impact the words may have on the audience. 1.12 Identify logical fallacies used in oral addresses (e.g., attack <i>ad hominem</i> , false causality, red herring, overgeneralization, bandwagon effect). <input checked="" type="checkbox"/> 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. <input type="checkbox"/> 1.14 Analyze the	(SB) 444 (TE) 444 (SB) 447 (TE) 447		

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										<p>techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").</p> <p><input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of</p>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description,	(SB) 440-447 (TE) 440-447	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas. <input checked="" type="checkbox"/> 2.2 Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b. Analyze several historical records of	(SB) 440-447 (TE) 440-447	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d. Include information on all relevant perspectives and consider the validity and reliability of sources. <input checked="" type="checkbox"/> 2.3 Deliver oral responses to literature: a. Demonstrate a	(SB) 440-447 (TE) 440-447	

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						comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of these strategies). c. Support important ideas and viewpoints through accurate and detailed references to the text or to other		

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						works. d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input checked="" type="checkbox"/> 2.4 Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online	(SB) 448-449 (TE) 448-449	

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						information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. <input checked="" type="checkbox"/> 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity,	(SB) 534-541 (TE) 534-541	

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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		Grades 11-12		Primary Citation	Supporting Citation
										<p>force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</p> <p><u>Written And Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral</p>			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										English Language Conventions Students write and speak with a command of standard English conventions. <input checked="" type="checkbox"/> 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <input checked="" type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.	(SB) 130-131, 605-763 (TE) 130-131, 605-763 (SB) 130-131, 605-653 (TE) 130-131, 605-653		

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