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correlated to

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

Grades K-8

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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	
Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<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. Answer simple questions with one- to -two-word responses. <input checked="" type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, 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. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> EI4. Orally communicate basic	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <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 followed (e.g., third-person singular,	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the	<input checked="" type="checkbox"/> <u>Listening and Speaking</u> <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. <input checked="" type="checkbox"/> <i>Comprehension</i> 1.1 Understand and follow one- and two-step oral directions. <input checked="" type="checkbox"/> 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	Student Book (SB): 6, 8, 24, 26, 29, 36, 40, 46, 56, 58, 60, 80 Teacher's Guide (TE): 5, 7, 29, 33, 30, 40, 53, 61, 71, 73, 77, 97 (SB): 14, 25, 56, 74, 78 (TE): 13, 31, 71, 91, 95 (SB): 20, 22, 25, 29, 32 (TE): 21, 25, 31, 38-39, 42-43		

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

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> pictures). <input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input checked="" type="checkbox"/> needs (e.g., "May I get a drink?"). <input checked="" type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> male and female pronouns). <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. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional questions with more extensive	<input checked="" type="checkbox"/> 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. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation,	<input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:		

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
			supporting elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	<input checked="" type="checkbox"/> 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. <input type="checkbox"/> 2.2 Recite short poems, rhymes, and songs. <input checked="" type="checkbox"/> 2.3 Relate an experience or creative story in a logical sequence. <input checked="" type="checkbox"/> Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and	(SB): 68, 78 (TE): 85, 95 (SB): 40, 58 (TE): 53, 73		

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
						speaking because these conventions are essential to both sets of skills. <input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input checked="" type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	(SB): 10, 16, 42 (TE): 8-9, 15, 55, 71, 97, 113, 164 (SB): 8 (TE): 6-7	(TE): 156

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<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. Answer simple questions with one- to -two-word responses. <input checked="" type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, 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. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> EI4. Orally communicate basic needs (e.g., "May I	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <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 followed (e.g., third-person singular,	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input checked="" type="checkbox"/> Listening and Speaking <input checked="" type="checkbox"/> 1.0 Listening And Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Listen Attentively. <input checked="" type="checkbox"/> 1.2 Ask questions for clarification and understanding. <input type="checkbox"/> 1.3 Give, restate, and follow simple two-step directions	Student Book (SB): 204-205 Teacher's Edition (TE): 204-205 (SB): 204-205 (TE): 204-205		

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input checked="" type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> 14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> 15. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting	<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. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Stay on the topic when speaking. <input type="checkbox"/> 1.5 Use descriptive words when speaking about people, places, things, and events. <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and	(SB): 202-203 (TE): 202-203 (SB): 62-63, 68-69, 170-174 (TE): 62-63, 68-69, 170-174		

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
			elements (e.g., "Which part of the story was the most important?").		<input type="checkbox"/> delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Recite poems, rhymes, songs, and stories. <input checked="" type="checkbox"/> 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions. <input type="checkbox"/> 2.3 Relate an important life event or personal experience in a simple sequence. <input type="checkbox"/> 2.4 Provide descriptions with		(SB) 176 (TE) 176	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
					<input checked="" type="checkbox"/> careful attention to sensory detail. <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.	(SB) 62-63, 68-69, 170-174 (TE) 62-63, 68-69, 170-174		
					<input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> <i>Sentence Structure</i> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i>		Teacher's Edition (TE): 349-354 (TE): 374, 384-385 (TE): 380 (TE): 355, 356, 357	
					<input checked="" type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns.			
					<input checked="" type="checkbox"/> 1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking.	(SB): 44-53, 288-289 (TE): 44-53, 288-289		
					<input checked="" type="checkbox"/> <i>Punctuation</i> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	(SB): 225-227, 236-237, 274 (TE): 225-227, 236-237, 274		

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
					<input checked="" type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences.		(TE): 358, 359, 360	
					<input checked="" type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	(SB): 54-55, 290 (TE): 54-55, 290	(TE): 386, 387	
					<input checked="" type="checkbox"/> <i>Capitalization</i> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	(SB): 54-55, 290 (TE): 54-55, 288, 290	(TE): 368, 375, 388-391	
					<input checked="" type="checkbox"/> <i>Spelling</i> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	(SB): 270-274, 275-277 (TE): 270-274, 275-277 (SB): 275-276, 293 (TE): 275-276, 293 (SB): 279-283 (TE): 279-283	(SB): 284-286 (TE): 284-286, 392-396, 397-399	

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Grades K-2 ELD Listening and Speaking Standards					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2		
<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. Answer simple questions with one-to-two-word responses. <input checked="" type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<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. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> EI4. Orally communicate basic	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <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 followed (e.g., third-person singular, male and female pronouns).	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input checked="" type="checkbox"/> EA4. Participate in and initiate more extended social	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the	<p style="text-align: center;"><u>Listening and Speaking</u></p> <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Determine the purpose or purposes or listening (e.g., to obtain information, to solve problems, for enjoyment).	Student Book (SB): 297-303 Teacher's Edition (TE): 297-303	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input checked="" type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<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. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").	<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. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and	<input checked="" type="checkbox"/> 1.2 Ask for clarification and explanation of stories and ideas. <input type="checkbox"/> 1.3 Paraphrase information that has been shared orally by others. <input type="checkbox"/> 1.4 Give and follow three- and four-step oral directions. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.5 Organize presentations to maintain a clear focus. <input checked="" type="checkbox"/> 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). <input type="checkbox"/> 1.7 Recount experiences in a logical sequence.	Student Book (SB): 303 Teacher's Edition (TE): 303 (SB): 286-291, 280-283 (TE): 286-291, 280-283 (SB): 286-291, 280-283 (TE): 286-291, 280-283	

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Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
				modulation.	<input type="checkbox"/> 1.8 Retell stories, including characters, setting, and plot. <input type="checkbox"/> 1.9 Report on a topic with supportive facts and details. <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening	(SB): 280-283 (TE): 280-283		

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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	
Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input type="checkbox"/> and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students: 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). <input checked="" type="checkbox"/> 2.2 Report on a topic with facts and details, drawing from several sources of information.	(SB): 280-283, 286-291 (TE): 280-283, 286-291		

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

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
					<p>Written and Oral English Language Conventions 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 checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i></p>	<p>(SB): 381-296, 397-408, 409-418, 419-428, 429-436, 437-458 (TE): 381-296, 397-408, 409-418, 419-428, 429-436, 437-458</p>	<p>Student Book (SB): 23, 57, 59, 61, 69, 84-85, 91, 93, 103, 118-119, 125, 127, 137,148-149, 157, 159, 169, 179, 189, 196, 202, 216, 226, 276-277 Teacher's Edition (TE): 23, 57, 59, 61, 69, 84-85, 91, 93, 103, 118-119, 125, 127, 137,148-149, 157,</p>	

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

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input checked="" type="checkbox"/>	1.1 Distinguish between complete and incomplete sentences.	(SB): 338-349, 429-436 (TE): 338-349, 429-436	159, 169, 179, 189, 196, 202, 216, 226, 276-277
					<input checked="" type="checkbox"/>	1.2 Recognize and use the correct word order in written sentences.	(SB): 338 (TE): 338	
					<input checked="" type="checkbox"/>	<i>Grammar</i> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	(SB): 313-319, 326-331, 438-441, 444-449 (TE): 313-319, 326-331, 438-441, 444-449	

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Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	(SB): 409-418, 426-427 (TE): 409-418, 426-427	(SB): 419-425 (TE): 419-425	

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

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

Grades 3-5					ELA Standards			
ELD Listening and Speaking Standards					Grade 3		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
<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"/> 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"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <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"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> <input type="checkbox"/> 1.1 Retell, paraphrase, and explain what has been said by a speaker. <input type="checkbox"/> 1.2 Connect and relate prior experiences,	Student Book (SB): 342-347, 354-361 Teacher's Edition (TE): 342-347, 354-361		
<input checked="" type="checkbox"/> B2. Answer simple questions with one- to two-words responses.	<input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences.							
<input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<input checked="" type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are	<input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;						
<input checked="" type="checkbox"/> B4. Independently								

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

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

Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
ELD Listening and Speaking Standards					Grade 3			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).	<input checked="" type="checkbox"/> read aloud by using phrases or simple sentences. <input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., “May I get a drink of water?”). <input checked="" type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <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. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input checked="" type="checkbox"/> modulation but may make random errors. <input checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional	<input checked="" type="checkbox"/> 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. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> insights, and ideas to those of a speaker. <input type="checkbox"/> 1.3 Respond to questions with appropriate elaboration. <input checked="" type="checkbox"/> 1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). <input checked="" type="checkbox"/> <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.5 Organize ideas chronologically or around major points of information. <input checked="" type="checkbox"/> 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	(SB): 284, 288, 289 (TE): 284, 288, 289 (SB): 343-345 (TE): 343-345 (SB): 337-339, 344 (TE): 337-339, 344		

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Intermediate (I)			

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

Grades 3-5					ELA Standards			
ELD Listening and Speaking Standards					Grade 3		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
			<input checked="" type="checkbox"/> questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”). <input checked="" type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.	modulation.	<input checked="" type="checkbox"/> 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. <input checked="" type="checkbox"/> 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). <input type="checkbox"/> 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. <i>Analysis and Evaluation of Oral and Media Communications</i>	(SB): 337-339, 343-345 (TE): 337-339, 343-345 (SB): 336-339 (TE): 336-339		

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Intermediate (I)			

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

Grades 3-5					ELD Listening and Speaking Standards		ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3					
					<input type="checkbox"/>	1.10 Compare ideas and points of view expressed in broadcast and print media.				
					<input type="checkbox"/>	1.11 Distinguish between the speaker's opinions and verifiable facts.				
					<input checked="" type="checkbox"/>	2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American				

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Intermediate (I)			

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

Grades 3-5					ELD Listening and Speaking Standards		ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced			Grade 3
										<p>English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Make brief narrative presentations:</p> <p>a. Provide a context for an incident that is the subject of the presentation</p> <p>b. Provide insight into why the selected incident is memorable.</p> <p>c. Include well-chosen details to develop character, setting, and plot.</p>	

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

Grades 3-5					ELD Listening and Speaking Standards		ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3					
					<input type="checkbox"/>	2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.			(SB): 337-339, 343-345 (TE): 337-339, 343-345	
					<input checked="" type="checkbox"/>	2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.				
					<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					

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

Grades 3-5					ELD Listening and Speaking Standards		ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										listening and speaking because these conventions are essential to both sets of skills. <input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	(SB): 395-400, 401-404, 405-411 (TE): 395-400, 401-404, 405-411	(SB): 120, 166, 210, 442-443, 510-515 (TE): 120, 166, 210, 442-443, 510-515	

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Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
ELD Listening and Speaking Standards					Grade 3			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
					<input checked="" type="checkbox"/> <i>Grammar</i> 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.	(SB): 377-380, 386, 387-388, 404, 530 (TE): 377-380, 386, 387-388, 404, 530	(SB): 520-521, 530-533 (TE): 520-521, 530-533	
					<input checked="" type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.	(SB): 384-385, 524-525, 528-529 (TE): 384-385, 524-525, 528-529		
					<input checked="" type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.	(SB): 386, 396-397, 398-399, 404, 407 (TE): 386, 396-397, 398-399, 404, 407	(SB): 120, 231, 510 (TE): 120, 231, 510	

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Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
ELD Listening and Speaking Standards					Grade 3			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
					<input checked="" type="checkbox"/> <i>Punctuation</i> 1.5 Punctuate dates, city and state, and titles of books correctly. <input checked="" type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>Capitalization</i> <input checked="" type="checkbox"/> 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> <input checked="" type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming	(SB): 452-453, 462-463 (TE): 452-453, 462-463 (SB): 450-451, 452-453 (TE): 450-451, 452-453 (SB): 470-475 (TE): 470-475 (SB): 476-477, 486-493, 494-509 (TE): 476-477, 486-493, 494-509	(SB): 167 (TE): 167 (SB): 211 (TE): 211	

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Grades 3-5					ELD Listening and Speaking Standards		ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> the plural), and common homophones (e.g., <i>hair-hare</i>). 1.9 Arrange words in alphabetic order.			

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ELD Listening and Speaking Standards Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<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. Answer simple questions with one-to two-words responses. <input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> B4. Independently	<input checked="" type="checkbox"/> E11. 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"/> E12. Ask and answer questions using phrases or simple sentences. <input checked="" type="checkbox"/> E13. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> E14. Orally identify the main points of simple conversations and stories that are	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <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;	<input checked="" 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 checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting	<input type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	Student Book (SB): 370 Teacher's Edition (TE): 370		

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ELD Listening and Speaking Standards Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<input checked="" type="checkbox"/> read aloud by using phrases or simple sentences. <input checked="" type="checkbox"/> E15. Orally communicate basic needs (e.g., "May I get a drink of water?"). <input checked="" type="checkbox"/> E16. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input checked="" type="checkbox"/> 14. Participate in social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.	<input checked="" type="checkbox"/> modulation but may make random errors. <input checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional	<input checked="" type="checkbox"/> information, and 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. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English	<input type="checkbox"/> 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. <input type="checkbox"/> 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures. <input checked="" type="checkbox"/> 1.4 Give precise directions and instructions. <input checked="" type="checkbox"/> 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	(SB): 376 (TE): 376 (SB): 377-378 (TE): 377-378		

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

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4		Primary Citation	Supporting Citation
			<input checked="" type="checkbox"/> questions with more extensive supporting elements (e.g., "Which part of the story was the most important?"). <input checked="" type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.	grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question). <input checked="" type="checkbox"/> 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. <input checked="" type="checkbox"/> 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information. <input checked="" type="checkbox"/> 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to	(SB): 377-378, 364-366 (TE): 377-378, 364-366 (SB): 377-378, 364-366 (TE): 377-378, 364-366 (SB): 377-378 (TE): 377-378		

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> enhance meaning. <i>Analysis and Evaluation of Oral Media Communication</i> 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	(SB): 394-398 (TE): 394-398		
					<input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a	(SB): 363-367, 373-378 (TE): 363-367, 373-378		

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Intermediate (I)			

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
					<input type="checkbox"/> command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> 2.1 Make narrative presentations: <ul style="list-style-type: none"> a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. 			

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Intermediate (I)			

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4		Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> c. Provide insight into why the selected event or experience is memorable. 2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). <input type="checkbox"/> 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	(SB): 363-367, 374-378 (TE): 363-367, 374-378		

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Intermediate (I)			

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
					<input type="checkbox"/> 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. Written and Oral English Language Conventions 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.			
					<input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions			

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Intermediate (I)			

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
					<input checked="" 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 simple and compound sentences in writing and speaking.	(SB): 432-435, 442-443, 482.3 (TE): 432-435, 442-443, 482.3	(SB): 168, 560-561 (TE): 168, 560-561	
					<input checked="" type="checkbox"/> 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. <i>Grammar</i>	(SB): 425, 428-430, 445, 446-447, 448 (TE): 425, 428-430, 445, 446-447, 448	(SB): 112, 566-569, 590-593, 594-597, 598 (TE): 112, 566-569, 590-593, 594-597, 598	
					<input checked="" type="checkbox"/> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in	(SB): 416-422, 426-427, 428, 429-430, 588-589, 596, 600-601 (TE): 416-422, 426-427, 428, 429-	(SB): 116, 172, 586-587, 594-596 (TE): 116, 172, 586-587, 594-596	

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Intermediate (I)			

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
					writing and speaking. <input checked="" type="checkbox"/> <i>Punctuation</i> 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. <input checked="" type="checkbox"/> 1.5 Use underlining, quotation marks, or italics to identify titles of documents. <input checked="" type="checkbox"/> <i>Capitalization</i> 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	430, 588-589, 596, 600-601 (SB): 409, 482.2, 486.3, 490-493, 494-495, 504-505, 574.3 (TE): 409, 482.2, 486.3, 490-493, 494-495, 504-505, 574.3 (SB): 494-495, 502-503 (TE): 494-495, 502-503 (SB): 508-515 (TE): 508-515	(SB): 228 (TE): 228	

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

ELD Listening and Speaking Standards Grades 3-5					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
							<input checked="" type="checkbox"/> <i>Spelling</i> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	(SB): 468-469 (TE): 468-469	(SB): 528-535, 536-559 (TE): 528-535, 536-559

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

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	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. Answer simple questions with one- to two-words responses. <input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> B4. Independently	<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 using phrases or simple sentences. <input checked="" type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). <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;	<input checked="" 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 checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies 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 type="checkbox"/> <i>Comprehension</i> 1.1 Ask questions that seek information not already discussed. <input type="checkbox"/> 1.2 Interpret a speaker’s verbal and nonverbal messages, purposes, and	Student Book (SB): 363-367, 369-372, 373-378 Teacher’s Edition (TE): 363-367, 369-372, 373-378		

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

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).	<input checked="" type="checkbox"/> read aloud by using phrases or simple sentences. <input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., “May I get a drink of water?”). <input checked="" type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <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. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	modulation but may make random errors. <input checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional	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. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input checked="" type="checkbox"/> A5. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> perspectives. 1.3 Make inferences or draw conclusions based on an oral report. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. <input checked="" type="checkbox"/> 1.5 Clarify and support spoken ideas with evidence and examples. <input checked="" type="checkbox"/> 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. <i>Analysis and Evaluation of Oral and Media Communications</i>	(SB): 374 (TE): 374 (SB): 375 (TE): 375 (SB): 377 (TE): 377		

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Grades 3-5 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
							<input type="checkbox"/> questions with more extensive supporting elements (e.g., "Which part of the story was the most important?"). <input checked="" type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.			<input type="checkbox"/> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. <input checked="" type="checkbox"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized		(SB): 394-398 (TE): 394-398 (SB): 363-367, 369-372, 373-378 (TE): 363-367, 369-372, 373-378	

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Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
					<input type="checkbox"/> 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 outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:			
					<input type="checkbox"/> 2.1 Deliver narrative presentations: <ol style="list-style-type: none"> a. Establish a situation, plot, point 			

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Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
					<input checked="" type="checkbox"/> of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. <input checked="" type="checkbox"/> 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Summarize significant events	(SB): 363-367, 369-372, 373-378 (TE): 363-367, 369-372, 373-378		

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Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
						and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions. Written and Oral English Language Conventions 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.		

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Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
					<input checked="" type="checkbox"/>	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	(SB): 479-507, 508-527, 528-535, 536-559, 560-569, 570-605 (TE): 479-507, 508-527, 528-535, 536-559, 560-569, 570-605	(SB): 19, 30, 74, 116-117, 172-173, 228-229, 268. 305, 359-360 (TE): 19, 30, 74, 116-117, 172-173, 228-229, 268. 305, 359-360
					<input checked="" type="checkbox"/>	<i>Sentence Structure</i> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	(SB): 56-57, 207, 228, 428, 429-430, 443-444, 472-473, 482.3, 484.1, 564.3 (TE): 56-57, 207, 228, 428, 429-430, 443-444, 472-473, 482.3, 484.1, 564.3	(SB): 156, 212, 219, 465, 500.1, 566.5, 598-599, 600-601 (TE): 156, 212, 219, 465, 500.1, 566.5, 598-599, 600-601

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Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
					<input checked="" type="checkbox"/> <i>Grammar</i> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <input checked="" type="checkbox"/> <i>Punctuation</i> 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, and so forth. <input checked="" type="checkbox"/> <i>Capitalization</i> 1.4 Use correct capitalization. <input checked="" type="checkbox"/> <i>Spelling</i> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable	(SB): 412-415, 423-425, 426-427, 588-589 (TE): 412-415, 423-425, 426-427, 588-589 (SB): 494-495, 498-499 (TE): 494-495, 498-499 (SB): 508-515 (TE): 508-515 (SB): 466, 468-469 (TE): 466, 468-469	(SB): 173, 416-422, 576-581, 590-593, 594-597 (TE): 173, 416-422, 576-581, 590-593, 594-597 (SB): 116-117 (TE): 116-117 (SB): 528-535, 536-558 (TE): 528-535, 536-558	

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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	
Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
						constructions correctly.		

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

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
<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"/> 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"/> 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"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input checked="" 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 checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input checked="" type="checkbox"/> Listening And Speaking 1.0 Listening and Speaking Strategies 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"/> Comprehension 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture,		Student Book (SB): 411-415, 418-422, 423-430 Teacher's Edition (TE): 411-415, 418-422, 423-430 (SB): 428-429 (TE): 428-429	
<input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases.	<input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences.							
<input checked="" type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	<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"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be						

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

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
<input checked="" type="checkbox"/> B4. 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 checked="" type="checkbox"/> I6. Prepare and	followed (e.g., third-person singular, male and female pronouns). <input checked="" type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Respond to messages by asking questions, challenging	errors. <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 and comprehensibly by using standard English	gesture). <input checked="" type="checkbox"/> 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. <input type="checkbox"/> 1.3 Restate and execute multiple-step oral instructions and directions. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. <input checked="" type="checkbox"/> 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.	(SB): 418-419 (TE): 418-419 (SB): 412-414, 424-430 (TE): 412-414, 424-430 (SB): 412-414, 424-430 (TE): 412-414, 424-430		

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Intermediate (I)			

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
		deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" type="checkbox"/> statements, or offering examples that affirm the message. <input checked="" 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 checked="" type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology. <input checked="" type="checkbox"/> 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns. Use of onomatopoeia) for intent and effect. <input type="checkbox"/> 1.9 Identify persuasive and	(SB): 412-414, 424-430 (TE): 412-414, 424-430 (SB): 412-414, 424-430 (TE): 412-414, 424-430		

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
						<p>propaganda techniques used in television and identify false and misleading information.</p> <p><input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics)</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</p>		

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

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
					<input type="checkbox"/> delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> 2.1 Deliver narrative presentations: <ul style="list-style-type: none"> a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). 			

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
					<input checked="" type="checkbox"/> 2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	<input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight.	(SB): 412-414, 424-430 (TE): 412-414, 424-430	

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
						<input type="checkbox"/> b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. <input type="checkbox"/> 2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal.		

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

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6	Primary Citation	Supporting Citation
										<input type="checkbox"/> 2.5 Deliver presentations on problems and solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions. Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed		

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Intermediate (I)			

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> <p>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 appropriate to this grade level.</p>	<p>(SB): 579-617, 618-641, 642-646, 652-689, 690-701, 702-749 (TE): 579-617, 618-641, 642-646, 652-689, 690-701, 702-749</p>	<p>(SB): 22-23, 44, 82, 126-127, 190-191, 252-253, 314-315, 349, 357, 403-404 (TE): 22-23, 44, 82, 126-127, 190-191, 252-253, 314-315, 349, 357, 403-404</p>	

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Intermediate (I)			

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> <i>Sentence Structure</i> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. <i>Punctuation</i> <input checked="" type="checkbox"/> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and	(SB): 500-509, 515-518, 570-573, 698-699, 744.1, 746.1 (TE): 500-509, 515-518, 698-699, 744.1, 746.1, 570-573	(SB): 123, 248-249, 496, 590.2 (TE): 123, 248-249, 496, 590.2	
						(SB): 690.4, 692.6, 706-717, 710-713, 728 (TE): 690.4, 692.6, 706-717, 710-713, 728	(SB): 314-315, 474-479, 480-485 (TE): 314-315, 474-479, 480-485	
						(SB): 582.3, 590.2, 594.1, 596.3 (TE): 582.3, 590.2, 594.1, 596.3		

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Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
						<p>commas when linking two clauses with a conjunction in compound sentences.</p> <p><i>Capitalization</i></p> <p><input checked="" type="checkbox"/> 1.4 Use correct capitalization.</p> <p><i>Spelling</i></p> <p><input checked="" type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>	<p>(SB): 618-629 (TE): 618-629</p> <p>(SB): 642-651. 652-689 (TE): 642-651. 652-689</p>	

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Intermediate (I)			

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Grades 6-8 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	Grade 7	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 checked="" 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 checked="" type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input checked="" 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 checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input checked="" type="checkbox"/> Listening And Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.	Student Book (SB): 411-415, 417-422, 423-430 Teacher's Edition (TE): 411-415, 417-422, 423-430 (SB): 419 (TE): 419		

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

Grades 6-8 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	Grade 7	Primary Citation	Supporting Citation	
<input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<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 checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Respond to messages by asking questions,	<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 and comprehensibly by using standard	<input type="checkbox"/> 1.2 Determine the speaker's attitude toward the subject. <input type="checkbox"/> 1.3 Respond to persuasive messages with questions, challenges, or affirmations. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. <input checked="" type="checkbox"/> 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in	(SB): 412-414, 424-430, (TE): 412-414, 424-430 (SB): 412-414, 424-430 (TE): 412-414, 424-430		

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
		<input checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" 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 checked="" type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> relation to the audience. 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener. <input type="checkbox"/> 1.8 Analyze the effect on the viewer		(SB): 412-414, 424-430 (TE): 412-414, 424-430	

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Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
						<input checked="" type="checkbox"/> of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied. 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American	(SB): 411-415, 417-422, 423-430 (TE): 411-415, 417-422, 423-430	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
						<input type="checkbox"/> English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
						<input type="checkbox"/> appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions). 2.2 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details.		

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Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
					<input checked="" type="checkbox"/> 2.3 Deliver research presentations; a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately. <input type="checkbox"/> 2.4 Deliver persuasive	(SB): 411-415 (TE): 411-415		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
						<p>presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.</p> <p>Written And Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because</p>		

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Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
					<input checked="" type="checkbox"/> these conventions are essential to both sets of skills. <input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Place modifiers properly and use the active voice. <input checked="" type="checkbox"/> <i>Grammar</i> 1.2 Identify and use infinitives and participles and make clear references	(SB): 579-617, 618-641, 642-651, 652-689, 690-701, 702-749 (TE): 579-617, 618-641, 642-651, 652-689, 690-701, 702-749 (SB): 482, 486-489, 490-493 (TE): 482, 486-489, 490-493 (SB): 474, 479, 485, 706.1, 730.4 (TE): 474, 479, 485, 706.1, 730.4	(SB): 22-23, 44, 82, 126-127, 190-191, 252-253, 314-315, 349, 357, 407 (TE): 22-23, 44, 82, 126-127, 190-191, 252-253, 314-315, 349, 357, 407 (SB): 726-727, 732-735, 736-741 (TE): 482, 486-489, 490-493	

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Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
					<input checked="" type="checkbox"/>	between pronouns and antecedents. 1.3 Identify all parts of speech and types and structure of sentences.	(SB): 470-498, 500-510, 511-522, 690-701, 702-749 (TE): 470-498, 500-510, 511-522, 690-701, 702-749	
					<input checked="" type="checkbox"/>	1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). <i>Punctuation</i>	(SB): 474-479, 582-593, 598-601, 706.1 (TE): 474-479, 582-593, 598-601, 706.1	(SB): 126-127, 190-191, 252-253, 314-315 (TE): 126-127, 190-191, 252-253, 314-315
					<input checked="" type="checkbox"/>	1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.	(SB): 594-595, 608-611, 612-613 (TE): 594-595, 608-611, 612-613	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
					<input checked="" type="checkbox"/>	<i>Capitalization</i> 1.6 Use correct capitalization.	(SB): 618-629 (TE): 618-629	
					<input checked="" type="checkbox"/>	<i>Spelling</i> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	(SB): 562, 567-569, 642-651 (TE): 562, 567-569, 642-651	(SB): 652-689 (TE): 652-689

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Grades 6- 8 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	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 checked="" 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 checked="" type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input checked="" 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 checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input checked="" type="checkbox"/> Listening and Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies 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 type="checkbox"/> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on	Student Book (SB): 411-415, 418-422, 423-430 Teacher's Edition (TE): 411-415, 418-422, 423-430		

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Grades 6- 8 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	Grade 8		Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> IB4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<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 checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Respond to messages by asking questions,	<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 and comprehensibly by using standard	<input 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 checked="" 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.	(SB): 412-415, 423-430 (TE): 412-415, 423-430		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation	
		<input checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" 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 checked="" type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. <input checked="" 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	(SB): 412-415, 423-430 (TE): 412-415, 423-430 (SB): 412-415, 423-430 (TE): 412-415, 423-430 (SB): 412-415, 423-430 (TE): 412-415, 423-430		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input type="checkbox"/> formal presentations. 1.7 Use audience feedback (e.g., 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> <input type="checkbox"/> 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.,			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions. <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American	(SB): 411-415, 423-430 (TE): 411-415, 423-430		

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						<p>English and the organizational and delivery strategies 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><input type="checkbox"/> 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.</p>		

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						<ul style="list-style-type: none"> c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <input type="checkbox"/> 2.2 Deliver oral responses to literature: <ul style="list-style-type: none"> 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 		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge. 2.3 Deliver research presentations: a. Define a thesis. 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.	(SB): 411-415, 423-430 (TE): 411-415, 423-430		

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

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

Grades 6- 8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input type="checkbox"/> details, reasons, examples, and other elements. d. Maintain a reasonable tone. <input type="checkbox"/> 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. Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed			

*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).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation	
					<p>between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p><input checked="" type="checkbox"/> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective</p>	<p>(SB): 579-617, 618-641, 642-651, 652-689, 690-701, 702-749</p> <p>(TE): 579-617, 618-641, 642-651, 652-689, 690-701, 702-749</p>	<p>(SB): 22-23, 44, 82, 126-127, 190-191, 252-253, 314-315, 349, 407</p> <p>(TE): 22-23, 44, 82, 126-127, 190-191, 252-253, 314-315, 349, 407</p>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> personal style. 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input checked="" type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> <input checked="" type="checkbox"/> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i>	511-522, 690-701 (SB): 512, 522, 559 (TE): 512, 522, 559 (SB): 122, 472, 496-497, 504, 513, 516, 553, 582.1, 586.1, 590.2, 744.1 (TE): 122, 472, 496-497, 504, 513, 516, 553, 582.1, 586.1, 590.2, 744.1	(SB): 7, 9, 85, 87, 89, 91, 145, 147, 149, 151, 154, 207, 209, 211, 213, 216, 269, 271, 273, 275, 280, 331, 333, 335 (TE): 7, 9, 85, 87, 89, 91, 145, 147, 149,	

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Grades 6- 8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8		Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/>	1.5 Use correct punctuation and capitalization. <i>Spelling</i>	74, 82, 96, 125-128, 142, 160, 189-192, 204, 222, 251-254, 266, 286, 313-316, 328, 349, 357, 378, 407-408 (SB): 579-617, 618-629 (TE): 579-617, 618-629	151, 154, 207, 209, 211, 213, 216, 269, 271, 273, 275, 280, 331, 333, 335
					<input checked="" type="checkbox"/>	1.6 Use correct spelling conventions.	(SB): 642-651 (TE): 642-651	(SB): 190-191, 314-315 (TE): 190-191, 314-315 (SB): 652-689 (TE): 652-689

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