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

<b>Grades 6- 8 ELD Listening and Speaking Standards</b>						<b>ELA Standards</b>		
<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	<b>Grade 8</b>	Primary Citation	Supporting Citation	
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).  <input type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases.  <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	<input type="checkbox"/> EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i> ).  <input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences.  <input 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 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 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 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 type="checkbox"/> <b>Listening and Speaking</b>  <input type="checkbox"/> <b>1.0 Listening and Speaking Strategies</b>  Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.  <input type="checkbox"/> <b>1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on</b>			

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		<input checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> 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 formal presentations. <input type="checkbox"/> 1.7 Use audience feedback (e.g.,	HB 131-133, 146-147; AB 133, 137-139  EI6; I6; EA5, 8; A4, 5 ELD & 1.5 ELA HB 134, 163-168; AB 139, 146-147  EI6; I6; EA5, 8; A4, 5 ELD & 1.6 ELA HB 1-64; AB 1-65	

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										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., graphic artists, illustrators, news photographers)			

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										<input type="checkbox"/> communicate information and affect impressions and opinions.  <input type="checkbox"/> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies			

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										outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g.,	EI6; I6; EA5, 8; A4, 5 ELD & 2.1 ELA AB 115-116	

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										<input checked="" type="checkbox"/> relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <input checked="" type="checkbox"/> 2.2 Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through	EI6; I5, 6; EA5, 8; A4, 5 ELD & 2.2 ELA AB 115-116, 118-119		

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										<input checked="" type="checkbox"/> 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. d. Organize and record information on charts, maps, and	EI6; I6; EA5, 8; A4, 5 ELD & 2.3 ELA HB 132-133, 146; AB 120-122, 137-139		

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										<input type="checkbox"/> 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 details, reasons, examples, and other elements.			

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

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										<p>speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b></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 personal style.</p> <p><input checked="" type="checkbox"/> 1.2 Identify and use parallelism, including</p>	<p>I3, EA3, A6 ELD &amp; 1.1 ELA HB 163-171; AB 148</p> <p>I3, EA3, A6 ELD &amp; 1.2 ELA</p>	<p>HB 16-30; AB 21-33 Hands-On Sentences (HOS)</p>	

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										<input checked="" type="checkbox"/> 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 type="checkbox"/> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> <input type="checkbox"/> 1.5 Use correct punctuation and capitalization. <i>Spelling</i> <input type="checkbox"/> 1.6 Use correct	HB 12-13, 15; AB 16-19  I3, EA3, A6 ELD & 1.3 ELA HB 13-15, 17-21, 78; AB 16-19, 21-26		

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										spelling conventions.			

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