

Publisher: Portico Books		Program Title: Hands-On English	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	X	Early Advanced (EA)
X	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
<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> 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.  <input checked="" type="checkbox"/> <i>Comprehension</i> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.  <input type="checkbox"/> 1.2 Determine the	EI2, 4; I1, 5; EA1, 6; A1, 3 ELD & 1.1 ELA Hands-On English handbook (HB) 134 Activity Book (AB) 139		

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<input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input 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 type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.	<input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input 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"/> 1.3 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 relation to the	EI6; I6; EA5, 8; A4, 5 ELD & 1.4 ELA HB 132-133, 146; AB 137-139  EI6; I6; EA5, 8; A4, 5 ELD & 1.5 ELA HB 132-133, 141-146; AB 136-139		

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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.  <input checked="" type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> 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 of images, text, and			

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										<input type="checkbox"/> sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.  <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			

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										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: <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Deliver narrative presentations:               <ul style="list-style-type: none"> <li>a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</li> <li>b. Describe complex major and minor characters and a definite setting.</li> <li>c. Use a range of appropriate</li> </ul> </li> </ul>			

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										<input checked="" type="checkbox"/> strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions). <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 2.3 Deliver research presentations;	EI6; I5, 6; EA5, 8; A4, 5 ELD & 2.2 ELA AB 115-116, 118, 120  EI6; I6; EA5, 8; A4, 5 ELD & 2.3 ELA		

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										<ul style="list-style-type: none"> <li>a. Pose relevant and concise questions about the topic.</li> <li>b. Convey clear and accurate perspectives on the subject.</li> <li>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).</li> <li>d. Cite reference sources appropriately.</li> </ul> <input type="checkbox"/> 2.4 Deliver persuasive presentations: <ul style="list-style-type: none"> <li>a. State a clear</li> </ul>	HB 157-163; AB 120-121, 137-138, 145		

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										position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.  <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 speaking because these conventions are essential to both		

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										sets of skills.		
										<input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a command of standard English conventions appropriate to the grade level.		
										<input checked="" type="checkbox"/> <b>1.1 Place modifiers properly and use the active voice.</b> <i>Sentence Structure</i>	I3, EA3, A6 ELD & 1.1 ELA	
										<input type="checkbox"/> <b>1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</b> <i>Grammar</i>	HB 62-64, 163-164; AB 65, 146	
										<input checked="" type="checkbox"/> <b>1.3 Identify all parts of speech and types</b>	I3, EA3, A6 ELD & 1.3 ELA	

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					<input checked="" type="checkbox"/> and structure of sentences. 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> <input type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	HB 1-30; AB 1-33  I3, EA3, A6 ELD & 1.4 ELA HB 31-64; AB 34-65	Hands-On Icons (HOI); Hands-On Sentences (HOS)	

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