

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

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 8	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 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 type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter	<input 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 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 type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input checked="" type="checkbox"/> 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"/> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on	Listening and Speaking EA6-ELD & 1.0-ELA Standard Student Book pp. 72-73 <i>Listening and Speaking Workshop</i> Student Handbook pp. 1 – 3 A5-ELD & 1.0- ELA Standard Student Book p.89 <i>Listen, Speak, Interact</i> SHB pp. 1- 3 EA-5-ELD, A4-ELD & 1.3-ELA Standard Student Book p. 389; p. 359 <i>Listen, Speak, Interact</i> SHB pp. 1 – 3	

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<input type="checkbox"/>	IB4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input type="checkbox"/> content. EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil"). X EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. X I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.	<input type="checkbox"/> errors. 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. X EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Respond to messages by asking questions,	X A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. X A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. X A6. Speak clearly and comprehensibly by using standard	<input type="checkbox"/> the listener. 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> X 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. X 1.4 Prepare a speech outline based upon a	<u>I5-ELD & 1.4-ELA Standard</u> Student Book pp. 216 – 217 <i>Listening and Speaking Workshop</i> SHB pp. 1- 3 <u>A6-ELD & 1.5-ELA Standard</u> SB pp. 406 - 407 <i>Listening and Speaking Workshop</i> Student Handbook pp. 1 – 3; 31 - 49 <u>I3-ELD, EA3-ELD, A6-ELD & 1.6-ELA Standard</u> Student Book p. 115 <i>Listen, Speak, Interact</i> p 279 <i>Apply and Expand</i> Student Handbook pp. 31 – 46; Audio CD 3 Tr. 8	

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		X	I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> challenging statements, or offering examples that affirm the message. <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. <input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. X 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. X 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations. <input type="checkbox"/> 1.7 Use audience feedback (e.g.,	Applications <u>I6-ELD, A5-ELD & 2.0-ELA Standard</u> SB pp. 216 – 217 <i>Listening and Speaking Workshop</i> pp. 146 – 147 <i>Listening and Speaking Workshop</i> SHB pp. 1- 3	

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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</i> <input type="checkbox"/> <i>Communications</i> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material). <input type="checkbox"/> 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers)			

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										communicate information and affect impressions and opinions. 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 English and the organizational and delivery strategies		

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						<p>outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:</p> <p><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> <p>c. Employ narrative and descriptive strategies (e.g.,</p>		

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						<input type="checkbox"/> relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <input 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		

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						<input 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		

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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. 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			

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					<input type="checkbox"/> speaking because these conventions are essential to both sets of skills. <input 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. <input type="checkbox"/> Sentence Structure 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including			

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					<input type="checkbox"/> similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <input type="checkbox"/> <i>Grammar</i> 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. <input type="checkbox"/> <i>Spelling</i> 1.6 Use correct			

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