

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

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

<b>Grades 6- 8</b>					<b>ELA Standards</b>		
<b>ELD Writing Strategies and Applications Standards</b>							
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	<input type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.	<input type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.	<input type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	<input checked="" type="checkbox"/> <b>Writing</b>  <input checked="" type="checkbox"/> <b>1.0 Writing Strategies</b> Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input checked="" type="checkbox"/> 1.1 Create compositions that establish a controlling impression, have a	<b>Writing Strategies</b>  <u><b>I2-ELD &amp; 1.0-ELA Standard</b></u> Student Book p.344 writers workshop Student Handbook pp. 6 - 13  <u><b>EA2-ELD &amp; 1.1-ELA Standard</b></u> Student Book p. 409 <i>Writer's Workshop</i> Student Handbook pp. 23 - 25  <b>Written and Oral Conventions</b>  <u><b>EA3-ELD &amp; 2.2-ELD Standard</b></u> Student Book p. 177 <i>From Reading to Writing</i> Activity Book p.95	
<input type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	X I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	X EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	<input type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.			
<input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details.	<input type="checkbox"/> EI3. Create a draft of a paragraph by following an outline.	<input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.	X EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	<input type="checkbox"/> A3. Use appropriate language variations and genres in			
<input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard	<input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math,						

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<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.  <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.  <u><b>English Language Conventions</b></u>  <input type="checkbox"/> B7. Edit one's own work and correct the punctuation.	<input type="checkbox"/> science, history-social science).  <input type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.  <input type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.  <input type="checkbox"/> EI7. Proceed through the writing	<input type="checkbox"/> I4. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.  <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).  <input type="checkbox"/> I6. Write documents related to career development (e.g., business letter, job	<input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas.  X EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry).  X EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	<input type="checkbox"/> writing for language arts and other content areas.  <input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum).  <input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.  <input type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g.,	<input type="checkbox"/> coherent thesis, and end with a clear and well-supported conclusion. <input type="checkbox"/> 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. <input type="checkbox"/> 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. <u><i>Research and Technology</i></u> <input type="checkbox"/> 1.4 Plan and conduct multiple-step information searches by using computer	Student Handbook pp. 14 – 17  <b>Writing Applications</b>  <u><b>EA6-ELD, EA7-ELD &amp; 2.0-ELA</b></u>  Student Book pp. 148 – 149 <i>Writer's Workshop</i> p. 277 <i>From Reading to Writing</i> ; Student Handbook pp. 6 – 26  <u><b>A8-ELD &amp; 2.1-ELA Standard</b></u> SB pp. 215; 277 <i>From Reading to Writing</i> ; SHB p. 9  <u><b>I9 –ELD &amp; 2.3- ELD Standard</b></u> Student Book pp. 408-409 <i>Writer's Workshop</i> Student Handbook pp.		

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<input type="checkbox"/> B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.  <input type="checkbox"/> B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.	<input type="checkbox"/> process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.  <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).  <u>English Language Conventions</u>  <input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and	<input type="checkbox"/> application).  <input type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.  <input type="checkbox"/> 18. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.)  <input checked="" type="checkbox"/> 19. Investigate and research a topic in	<input checked="" type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies.  <input type="checkbox"/> EA8. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.  <input type="checkbox"/> EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience,	<input type="checkbox"/> analogies, quotations, facts, statistics, and comparison) to support it.  <input type="checkbox"/> A7. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.  <input checked="" type="checkbox"/> A8. Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization,	<input type="checkbox"/> networks and modems. <input type="checkbox"/> 1.5 Achieve an effective balance between researched information and original ideas. <i>Evaluation and Revision</i> <input checked="" type="checkbox"/> 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.  <input checked="" type="checkbox"/> 2.0 <b>Writing Applications (Genres and Their Characteristics)</b>  Students write narrative, expository,	20 - 25  <u>EA5-ELD &amp; 2.4-ELA Standard</u> Student Book pp. 148 - 149 <i>Writer's Workshop</i> Student Handbook pp. 16 – 17; 19  <u>EA5-ELD &amp; 2.5-ELA Standard</u> Student Book pp. 148 - 149 <i>Writer's Workshop</i> Student Handbook pp. 16 – 17; 19  <b>English Language Conventions</b>  <u>I10-ELD, I11-ELD EA12-ELD, A12-ELD &amp; 1.4, 1.5, 1.6-ELA Standard</u> Student Book p. 12 <i>Grammar Focus</i> p. 39 <i>From Reading to</i>		

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	<input type="checkbox"/> spelling). <input type="checkbox"/> EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input type="checkbox"/> EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	<input checked="" type="checkbox"/> a content area and develop a brief essay or report that includes source citations.  <b>English Language Conventions</b> <input checked="" type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.  <input checked="" type="checkbox"/> I11. Edit and correct basic grammatical structures and usage of the conventions of writing.	<input type="checkbox"/> and subject matter.  <b>English Language Conventions</b> <input type="checkbox"/> EA10. Create coherent paragraphs through effective transitions.  <input type="checkbox"/> EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.  <input checked="" type="checkbox"/> EA12. Edit writing for grammatical structures and the mechanics of	<input type="checkbox"/> setting, and a variety of literary strategies (e.g., dialogue, suspense).  <input type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.  <b>English Language Conventions</b> <input type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and	<input checked="" type="checkbox"/> persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade eight outlined in Writing Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident,	<i>Writing</i> p.101 <i>From Reading to Writing</i> AB p. 10 <i>Capitalization &amp; Punctuation</i> p. 16 <i>Spelling</i> p. 29 <i>Grammar Focus Student Handbook</i> pp. 31 - 52 <i>Grammar Practice</i> pp. 16, 52, 64, 76, 104		

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			writing.	transitions, using approximately standard grammatical forms and spelling.  A11. Create coherent paragraphs through effective transitions and parallel constructions.  A12. Edit writing for the mechanics to approximate standard grammatical forms.		event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). X 2.2 Write responses to literature: a. Exhibit careful reading and insight in their interpretations. b. Connect the student's own		

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						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 references to the text, other works, other authors, or to personal knowledge. X 2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.		

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						c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs. X 2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details,		

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					X	reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 2.5 Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). <input type="checkbox"/> 2.6 Write technical		

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						<p>documents:</p> <p>a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.</p> <p>b. Include all the factors and variables that need to be considered.</p> <p>c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.</p> <p><b>Written And Oral English Language Conventions</b></p> <p>The standards for written and oral English language conventions have</p>		

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						<p>been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills</p> <p><input type="checkbox"/> <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 type="checkbox"/> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective</p>		

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					<input 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 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> <input checked="" type="checkbox"/> 1.5 Use correct punctuation and			

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										X	capitalization. <i>Spelling</i> 1.6 Use correct spelling conventions.		

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