

Publisher: Developmental Studies Center		Program Title: Making Meaning™	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary 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-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)	<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 type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> EI4. Orally	<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 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 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 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 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	<input type="checkbox"/> Listening and Speaking <input 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. <input checked="" type="checkbox"/> 1.1 Listen Attentively. <input checked="" type="checkbox"/> 1.2 Ask questions for clarification and understanding. <input checked="" type="checkbox"/> 1.3 Give, restate, and follow simple two-step directions <i>Organization and</i>	ELD B1, EI1, B2, EI2, I1, EA6, & ELA1.2 Unit 1, Wk 2, Day 2 <i>When I Was Little</i> Teacher Note Teacher's Manual (TM) p.15 Partner Introduce Respond to the question- What is fun about school? TM p.16 Unit 1, Wk 3, Day 1 <i>Is Your Mama a Llama?</i> Discuss the story TM p.24 Unit 3, Wk 1, Day 2 Importance of speaking clearly TM p.76 ELD I2 & ELA 1.1 Unit 3, Wk 1, Day 1

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<input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input 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 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 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 type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly using standard English	<input type="checkbox"/> <i>Delivery of Oral Communication</i> 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 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	<i>Caps For Sale Act Out the Story (Pantomime) TM p.75</i> ELD EA1 & ELA 1.1 Unit 5, Wk 3, Day 2 <i>Down the Road</i> Discuss I "Wonder Statements" with support. TM pp.185-6 Draw and Write about mental images p.188 Student Book (SB) p.9 Draw and write ELD A1 & ELA 1.1 Unit 5, Wk 3, Day 3 Review Visualizing TM p.187 ELD B3 & ELA 1.3 Unit1, Wk 2, Day 2 <i>When I Was Little</i> Introduce "TurnTo	

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			questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").	grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> organizational and 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	Your Partner™ TM p.15-16 ELD 15, EA2 & ELA 2.2, 2.4 In Unit 3, students use the sequence of events to retell stories with a simple narrative structure Unit 3, Wk 1, Day 2 <i>Caps For Sale</i> Extension TM p.78 Seq. of events Unit 3, Wk 3 <i>Peter's Chair</i> Story Elements such a character, problem and solution TM p.88-93, especially p.91-92 Unit 3, Wk 2, Day 1 <i>Curious George</i> Q – How do you think George feels?	

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					<input checked="" type="checkbox"/> a simple sequence. 2.4 Provide descriptions with careful attention to sensory detail. 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 type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and	TM p.82		

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					<input type="checkbox"/> speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input 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. <i>Punctuation</i> <input type="checkbox"/> 1.4 Distinguish between declarative,			

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					<input type="checkbox"/> exclamatory, and interrogative sentences. <input type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> <input type="checkbox"/> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.			

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