

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		
<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	Grade 2	Primary Citation	Supporting 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 objects, pointing to an answer, drawing	<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 type="checkbox"/> EI4. Orally	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input 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 followed (e.g., third-person singular, male and female pronouns).	<input 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"/> EA4. Participate in and initiate more	<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	<p style="text-align: center;"><u>Listening and Speaking</u></p> <input checked="" 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. <i>Comprehension</i> <input type="checkbox"/> 1.1 Determine the purpose or purposes or listening (e.g., to obtain information, to solve problems, for enjoyment). <input checked="" type="checkbox"/> 1.2 Ask for clarification and	<p><u>ELD B1, EI1 & ELA 1.0</u> Unit 1, Wk 2, Day 1 The Reading Life/Class Meeting Teacher's Manual (TM) pp. 18-21, particularly questions on p.20 Unit 8, Wk 1, Day 3 Revisit the Reading Life Reflection/Class Meeting TM pp. 334-337</p> <p><u>ELD B2, EI2, I1, EA6 & ELA 1.2</u> Unit 1, Wk 1, Day 1 Read Aloud <i>McDuff Moves In</i> TM pp. 5-7 Unit 1, Wk 1, Day 2 Listening Practice <i>McDuff Moves In</i></p>	

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<input type="checkbox"/> pictures). B4. Independently use common social greetings and simple repetitive phrases (e.g., “Thank you”, “You’re welcome”).	<input type="checkbox"/> communicate basic needs (e.g., “May I get a drink?”). <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 checked="" type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input type="checkbox"/> 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 questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).	<input type="checkbox"/> paraphrasing the communication of others. <input 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. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms,	<input type="checkbox"/> explanation of stories and ideas. <input type="checkbox"/> 1.3 Paraphrase information that has been shared orally by others. <input type="checkbox"/> 1.4 Give and follow three- and four-step oral directions. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Organize presentations to maintain a clear focus. <input type="checkbox"/> 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). <input type="checkbox"/> 1.7 Recount experiences in a logical sequence. <input checked="" type="checkbox"/> 1.8 Retell stories,	TM pp. 8-12 ELD I5, EA2 & ELA 1.8 Unit 2, Wk 1, Day 1 Making Connections/ Read Aloud <i>Jamaica Tag Along</i> Discuss the story TM pp.60-62 Unit 2, Wk 2, Day 2 Making Connections/Strategy Lesson <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> Retell the story TM pp.73-75		

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				sounds, intonation, pitch, and modulation.	<input type="checkbox"/> including characters, setting, and plot. 1.9 Report on a topic with supportive facts and details.	<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 organizational and delivery strategies outlined in Listening		

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					<p>and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).</p> <p><input type="checkbox"/> 2.2 Report on a topic with facts and details, drawing from several sources of information.</p> <p><u>Written and Oral English Language</u></p>			

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					<p>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.</p> <p><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. <i>Sentence Structure</i></p> <p><input type="checkbox"/> 1.1 Distinguish between complete and incomplete</p>			

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					<input type="checkbox"/> sentences. 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. <input type="checkbox"/> 1.5 Use quotation marks correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months			

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					<input type="checkbox"/> and days of the week, and titles and initials of people. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>). <input type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.			

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