

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 Kindergarten	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	<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 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 followed (e.g., third-	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input 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 checked="" type="checkbox"/> <u>Listening and Speaking</u> <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. <input checked="" type="checkbox"/> <i>Comprehension</i> 1.1 Understand and follow one- and two-step oral directions. <input checked="" type="checkbox"/> 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. <input type="checkbox"/> 2.0 Speaking	<u>ELDB1, EI1, B2, EI2, I1, EA6, ELA1.2</u> Unit 1, Wk 1, Day 2 <i>My Friends</i> Reading Chart Teacher's Manual (TM) p.7 Response to simple questions TM p.8 Unit 6, Wk 4, Day 1 <i>A Tiger Cub Grow Up</i> What did you learn? What are you wondering? TM p.173 Turn To Your Partner Share Information TM p.174 <u>ELD B3 & ELA 1.1</u> Unit 4, Wk 4, Day 2 Draw Mental Pictures Think Quietly, Draw Picture TM p.126	

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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<input type="checkbox"/> an answer, drawing pictures). <input type="checkbox"/> 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"/> person singular, male and female pronouns). <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"/> 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 type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English	<input type="checkbox"/> Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:	ELD 12, EA1, A1, & ELA 1.0 Unit 6, Wk 1, Day 2 <i>A Day With a Mail Carrier</i> "I learned" response TM p.159 Add illustrations TM p.160 Unit 6, Wk 1, Day 1 <i>A Day With a Doctor</i> (Turn To Your Partner) What does a doctor do? TM p.156 Class Book (Extension) Writing TM p.157 Whole Class Discussion TM p.156 ELD 14, EA4, A3, & ELA 1.2 Unit 1, Week 3, Day 1 Model Turn To Your Partner TM p.19	

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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"/> size, color, shape), locations, and actions. <input type="checkbox"/> 2.2 Recite short poems, rhymes, and songs. <input type="checkbox"/> 2.3 Relate an experience or creative story in a logical sequence.	Unit 7, Week 1, Day 2 Write a class letter about working together TM p.186-7		
					<u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions			

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					<input type="checkbox"/> 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. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.			

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