

Publisher: Okapi Publishing				Program Title: Explorations: A World of Nonfiction Levels D - G			
ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
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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	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"/> E11. 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"/> 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 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"/> 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"/> Listening and Speaking <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 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 Delivery of Oral</i>	Standard 1.0-1.2, 1.4-1.5: Level A-D, Levels D-G, Big Books Standard 1.1-1.2, 1.4-1.5: Level A-D, Levels D-G Small books & Teacher Version	Standard 1.1, 1.3: Level A-D Literacy Learning Activities Task cards given orally, p. 19, 21, 25, 28, 30, 33, 37, 41, 45, 47, 49, 53, 55, 61, 65, 73, 74-75, 77, 85, 93 Standard 1.2: <u>Level A-D</u> Literacy Learning Activities Task cards p. 16, 20, 24, 28, 36, 38-39, 44, 52, 60, 68, 92 <u>Level D-G</u> 17, 19, 21, 25, 28, 29, 33, 37, 40, 41, 45, 49, 53, 67, 61, 65, 73, 77, 81, 85, 89, 93, 97, 101, 105, 107, 108, 109	
<input checked="" type="checkbox"/> B2. Answer simple questions with one- to two-word responses.	<input checked="" type="checkbox"/> E12. Ask and answer questions by using phrases or simple sentences.	<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 followed (e.g., third-	<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 errors.	<input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the				
<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"/> E13. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> E14. Orally							

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<input type="checkbox"/>	an answer, drawing 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?"). EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/>	person singular, male and female pronouns). 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"/>	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 questions with more extensive	<input checked="" type="checkbox"/>	communication of others. <input checked="" 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, sounds,	<input checked="" type="checkbox"/>	<i>Communication</i> 1.4 Stay on the topic when speaking. 1.5 Use descriptive words when speaking about people, places, things, and events. 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	Standard 1.5: Level A-D, D-G Literacy Learning Activities – Follow up Activities. Standard 2.0, 2.2 – 2.4: Levels D-G Small books. Teacher Version Section: <u>After Reading Responding to Text and assessment</u>	

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			supporting elements (e.g., "Which part of the story was the most important?").	intonation, pitch, and modulation.	<input type="checkbox"/> 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 checked="" type="checkbox"/> 2.3 Relate an important life event or personal experience in a simple sequence. <input checked="" type="checkbox"/> 2.4 Provide descriptions with			

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						<p>careful attention to sensory detail.</p> <p><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 are essential to both sets of skills.</p> <p><input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this</p>	<p>Standard 1.0 – 1.4: Levels D-G Teacher Version <u>Follow-up Activities</u></p>	<p>Standard 1.0-1.8: Levels D-G Literacy Learning Activities 18, 39, 42, 50, 58-59, 60,76, 82, 84, 87, 90, 94, 96, 99, 104, 110</p>

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					<input checked="" type="checkbox"/> grade level. <i>Sentence Structure</i> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input checked="" 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 checked="" type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. <input checked="" type="checkbox"/> 1.5 Use a period, exclamation point, or			

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

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