

Publisher: Okapi Educational Materials			Program Title: Explorations A World of Nonfiction – Levels G - J		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
	Beginning (B)	X	Early Advanced (EA)		
X	Early Intermediate (EI)	X	Advanced (A)		
X	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		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<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"/> B2. Answer simple questions with one- to -two-word responses. <input 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 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 checked="" type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic	<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-person singular,	<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 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"/> 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 type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the	<input checked="" type="checkbox"/> Listening and Speaking 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"/> Comprehension 1.1 Determine the purpose or purposes for listening (e.g., to obtain information, to solve problems, for enjoyment).	Standard 1.0-1.3,1.5,1.6-1.7, EA1, I2, :Levels D-G, G-J Big Books & Standard 1.0-1.3, 1.5,1.6-1.7: Level A-D, Levels D-G Small books & Teacher Version		

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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"/>	needs (e.g., "May I get a drink?"). EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/>	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 type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g.,	<input type="checkbox"/>	communication of others. 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 grammatical forms, sounds, intonation, pitch, and	<input checked="" type="checkbox"/>	1.2 Ask for clarification and explanation of stories and ideas. 1.3 Paraphrase information that has been shared orally by others. 1.4 Give and follow three- and four-step oral directions. <i>Organization and Delivery of Oral Communication</i> 1.5 Organize presentations to maintain a clear focus. 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	<p>Standard 1.3: Level D-G, G-J Literacy Learning Activities – Follow up Activities</p> <p>Standard 1.4: Level D-G Literacy Learning Activities: <u>Follow-up Activities</u></p>		<p>Standard 1.4: Level D-G Literacy Learning Activities presented orally p. 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111</p>

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							“Which part of the story was the most important?”).		modulation.	<input checked="" type="checkbox"/> logical sequence. <input checked="" type="checkbox"/> 1.8 Retell stories, including characters, setting, and plot. 1.9 Report on a topic with supportive facts and details. 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	Standard 2.0, 2.1a – 2.2: Levels D-G Small books. Teacher Version Section: After Reading – <u>Being a Meaning Maker, Being a Text User, & Being a text critic, Responding to Text and Possible assessment focus, ESL Possibilities.</u>	Standard 1.7 – 1.9, 2.1-2.2: EI3, I5: Level D-G Literacy Learning Activities p. 22, 26, 30, 34, 38, 42, 46, 50, 62, 66, 70, 74, 78, 81, 82, 90, 94, 98, 106,

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

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										<input checked="" type="checkbox"/> <p>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.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <input type="checkbox"/> <p>Sentence Structure</p> <input checked="" type="checkbox"/>			

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										<input checked="" type="checkbox"/> 1.1 Distinguish between complete and incomplete sentences. <input checked="" type="checkbox"/> 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 checked="" 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			

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

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