

Publisher: Oxford University Press		Program Title: Diccionario Oxford Escolar	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)**

<b>Grades 6-8 ELD Writing Strategies and Applications Standards</b>					<b>ELA Standards</b>			
<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	<b>Grade 7</b>	Primary Citation	Supporting Citation	
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	<input type="checkbox"/> E11. Write simple sentences of brief responses to selected literature to show factual understanding of the text.	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.	<input type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.	<input type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	<input type="checkbox"/> <b>Writing</b> <b>1.0 Writing Strategies</b>  Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i>	NO CITATIONS found for <i>Oxford Escolar</i>		
<input type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	<input type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	<input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	<input type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.				
<input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details.	<input type="checkbox"/> E13. Create a draft of a paragraph by following an outline.	<input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.	<input checked="" type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	<input type="checkbox"/> A3. Use appropriate language variations and genres in				
<input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard	<input type="checkbox"/> E14. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math,							

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<input type="checkbox"/> grammatical forms. <input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested. <u>English Language Conventions</u> <input type="checkbox"/> B7. Edit one's own work and correct the punctuation.	<input type="checkbox"/> science, history-social science). <input type="checkbox"/> E15. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> E16. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. <input type="checkbox"/> E17. Proceed through the writing	<input checked="" type="checkbox"/> 14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input type="checkbox"/> 15. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> 16. Write documents related to career development (e.g., business letter, job	<input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	<input type="checkbox"/> writing for language arts and other content areas. <input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum). <input checked="" type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g.,	<input type="checkbox"/> of the composition and uses effective transitions between sentences to unify important ideas. <input type="checkbox"/> 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. <input checked="" type="checkbox"/> 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. <u>Research and Technology</u> <input type="checkbox"/> 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.			

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<input type="checkbox"/> B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing.  <input type="checkbox"/> B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.	<input type="checkbox"/> process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.  <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).  <u><b>English Language Conventions</b></u>  <input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and	<input type="checkbox"/> application).  <input type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.  <input checked="" type="checkbox"/> 18. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.)  <input type="checkbox"/> 19. Investigate and research a topic in	<input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies.  <input checked="" type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.  <input type="checkbox"/> EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience,	<input type="checkbox"/> analogies, quotations, facts, statistics, and comparison) to support it.  <input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.  <input type="checkbox"/> A8. Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization,	<input type="checkbox"/> 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.  <input type="checkbox"/> 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.  <input type="checkbox"/> <i>Evaluation and Revision</i> <input type="checkbox"/> 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas			

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	<input type="checkbox"/> spelling). <input type="checkbox"/> EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input type="checkbox"/> EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	<input type="checkbox"/> a content area and develop a brief essay or report that includes source citations. <u><b>English Language Conventions</b></u> <input type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input type="checkbox"/> I11. Edit and correct basic grammatical structures and usage of the conventions of writing.	<input type="checkbox"/> and subject matter. <u><b>English Language Conventions</b></u> <input type="checkbox"/> EA10. Create coherent paragraphs through effective transitions. <input type="checkbox"/> EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. <input type="checkbox"/> EA12. Edit writing for grammatical structures and the mechanics of	<input type="checkbox"/> setting, and a variety of literary strategies (e.g., dialogue, suspense). <input type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography. <u><b>English Language Conventions</b></u> <input type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and	<input type="checkbox"/> and the precision of the vocabulary. <b>2.0 Writing Applications (Genres and Their Characteristics)</b> Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.			

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			writing.	<input type="checkbox"/> transitions, using approximately standard grammatical forms and spelling.  <input type="checkbox"/> A11. Create coherent paragraphs through effective transitions and parallel constructions.  <input type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms.	<input type="checkbox"/> Using the writing strategies of grade seven outlined in Writing Standard 1.0, students: 2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement,			

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					<input checked="" type="checkbox"/> gestures, and expressions). 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence. <input type="checkbox"/> 2.3 Write research reports: a. Pose relevant and tightly drawn questions about the			

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						topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries). d. Document reference sources by means of footnotes and a bibliography. <input type="checkbox"/> 2.4 Write persuasive compositions: a. State a clear position or perspective in		

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						<input type="checkbox"/> support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments. 2.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.  <b>Written And Oral English Language</b>		

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					<input type="checkbox"/> <p><b>Conventions</b></p> <p>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><b>1.0 Written and Oral English Language Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to the</p> <input type="checkbox"/>			

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					<input type="checkbox"/> grade level. <i>Sentence Structure</i> 1.1 Place modifiers properly and use the active voice. <i>Grammar</i> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. 1.3 Identify all parts of speech and types and structure of sentences. 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). <i>Punctuation</i>			

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					<input type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Use correct capitalization. <i>Spelling</i> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.			

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