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| ELD Proficiency Levels: | | FOR LEA USE ONLY Designated Standards ELD and ELA #'s | |
| <input type="checkbox"/> | Beginning (B) | X | Early Advanced (EA) |
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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

| Grades 11-12 ELD Listening and Speaking Standards | | | | | ELA Standards | | |
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| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 11-12 | 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 of phrases). | <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 or she</i>). | <input type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. | <input type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. | <input type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. | <input type="checkbox"/> | | <p><u>E11-ELD & 1.8, ELA</u> <i>Diccionario Oxford Escolar</i>, pp. 300, 301, 308, 309, 312</p> <p><u>I3-ELD & 1.8, ELA</u> <i>Diccionario Oxford Escolar</i>, pp. 300, 301, 308, 309, 312</p> <p><u>EA2-ELD & 1.8, ELA</u> <i>Diccionario Oxford Escolar</i>, pp. 300, 301, 308, 309, 312</p> <p><u>EA4-ELD & 1.8, ELA</u> <i>Diccionario Oxford Escolar</i>, pp. 300, 301, 308, 309, 312</p> |
| <input type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. | <input type="checkbox"/> EI2. Ask and answer questions by using phrases or 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 checked="" type="checkbox"/> EA2. 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"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). | <input type="checkbox"/> | | |
| <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses. | <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. | <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 | <input type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on | <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and | <input type="checkbox"/> | | |
| <input type="checkbox"/> B4. Respond with simple words or | <input type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter | | | | <input type="checkbox"/> | | |

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| <input type="checkbox"/> phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film, news report) | <input type="checkbox"/> content. EI5. Orally communicate basic needs (e.g., "Do we have to _____?"). <input type="checkbox"/> EI6. Prepare and deliver short oral presentations. | <input type="checkbox"/> followed (e.g., third-person singular, male and female pronouns). <input 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. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. | <input type="checkbox"/> unfamiliar topics by asking and answering questions and restating and soliciting information. <input checked="" type="checkbox"/> EA4. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input type="checkbox"/> EA6. Use simple figurative language | <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. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input type="checkbox"/> A6. Speak clearly | <input type="checkbox"/> and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). <input type="checkbox"/> 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. <input type="checkbox"/> 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers | | | |

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| | | <input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages. <input type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources. <input type="checkbox"/> 18. Prepare and ask basic interview questions and respond to them. | <input type="checkbox"/> and idiomatic expressions (e.g., “sunshine girl,” heavy as a ton of bricks”) to communicate ideas to a variety of audiences. <input type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources. <input type="checkbox"/> EA8. Prepare and deliver brief oral presentations/ reports on historical investigations, a problem and solution, or a cause and effect. | <input type="checkbox"/> and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation. | <input type="checkbox"/> (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. <input type="checkbox"/> 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and | | | |

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| | | | | | <input type="checkbox"/> deductive reasoning b. Syllogisms and analogies <input type="checkbox"/> 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. <input type="checkbox"/> 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the test, and create skillful artistic staging. <input checked="" type="checkbox"/> 1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity | | | |

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| | | | | | <input type="checkbox"/> c. Technical language for specificity <input type="checkbox"/> 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. <input type="checkbox"/> 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication | | | |

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| | | | | | <input type="checkbox"/> and the impact the words may have on the audience. <input type="checkbox"/> 1.12 Identify logical fallacies used in oral addresses (e.g., attack <i>ad hominem</i> , false causality, red herring, overgeneralization, bandwagon effect). <input type="checkbox"/> 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. <input type="checkbox"/> 1.14 Analyze the | | | |

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| | | | | | | | | | <p>techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").</p> <p><input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of</p> | | |

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| | | | | | | | | | | standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Deliver reflective presentations: <ul style="list-style-type: none"> a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, | | |

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| | | | | | | | | | | exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas. <input type="checkbox"/> 2.2 Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b. Analyze several historical records of | | |

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| | | | | | | a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d. Include information on all relevant perspectives and consider the validity and reliability of sources. <input checked="" type="checkbox"/> 2.3 Deliver oral responses to literature: a. Demonstrate a | | |

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| | | | | | | | comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of these strategies). c. Support important ideas and viewpoints through accurate and detailed references to the text or to other | |

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| | | | | | | works. d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input type="checkbox"/> 2.4 Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online | | |

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| | | | | | | information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. <input type="checkbox"/> 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, | | |

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| | | | | | <p>force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</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 type="checkbox"/> 1.0 Written and Oral</p> | | | |

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| | | | | | <p>English Language Conventions Students write and speak with a command of standard English conventions.</p> <p><input type="checkbox"/> 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><input type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.</p> | | | |

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|--------------------------------------------------------------|------------------------------------|----------------------|-----------------------------------|------------------|--------------------------|---------------------|------------------------|
| <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 | Grades 11-12 | Primary Citation | Supporting Citation |
| | | | | | | | |

*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>.