

Standards for Excellence

ELA/ELD Standards Alignment

Sixth Grade

B – Beginning
 EI – Early Intermediate
 I – Intermediate

EA – Early Advanced
 A – Advanced
 PB – Practice Book

Domain: Reading

Strand: 1.0 WORD ANALYSIS FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENTY: *Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
Word Recognition 1.1			
These ELD standards are prerequisite to ELA standard 1.1	B Recognize and correctly pronounce most English phonemes when reading aloud.	1) For students at the “B” and “EI” levels of proficiency refer to the Lakeside School unit found within <u>High Point The Basics</u> (p. 17 and T10b – T10c and T10e). 2) For students at the “I” proficiency levels, refer to pages 16-17 of Teachers Edition in <u>The Basics</u>	
	EI Produce most English phonemes comprehensible, while orally reading their own writing, simple sentence, or texts.		
	B Recognize common English morphemes in phrases and simple sentences.		
	EI Use common English morphemes in oral and silent reading.		
	I Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.		
	EA/A Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.		
	EI Recognize obvious cognates in phrases, simple sentences, literature, and content area texts (e.g., education, educación, actualmente, actually).		
	I Identify cognates and false cognates in literature and texts in content areas (e.g., cognate – agonía, agony; false cognate – éxito, exit).		
Ea/A Distinguish between cognates and false cognates in literature and texts in content areas.			
Word Recognition 1.1			
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	EI Read own writing of narrative and expository text aloud with appropriate pacing, intonation, and expression.		
	EA Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.		

1.2 Identify and interpret figurative language and words with multiple meanings.	I	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).	T 85 PB 42	pp. 7, 9, 11, 53, 58, 79, 190
	EA	Use idioms, analogies, and metaphors in literature and texts in content areas.	T 236 PB 42	
	A	Use common idioms, some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).	T 321 PB 172	
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	EI	Use knowledge of literature and content areas to understand unknown words.		pp. 29, 32, 63, 157, 228
	I	Use decoding skills and knowledge of vocabulary, both academic and social to read independently.		
	EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.		
	A	Apply knowledge of academic and social vocabulary to achieve independent reading.		
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	B	Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using one or two words or simple sentence responses.	T 252 PB 131	p. 126, 130
	EI	Read simple paragraphs and passages independently.		
	I	Use knowledge of English morphemes, phonics, and syntax to decode written texts.		
	EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.		
Prerequisite to ELA standard 1.5.	B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	See The Basics	
	B	Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).		
	B	Retell stories using phrases and sentences.		
	EI/I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.		
1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).	I	Recognize that words sometimes have multiple meanings.	T 49 PB 26	pp. 151, 159, 162
	EA	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.	T 231 PB 116 T321 PB 172	
	A	Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.	T 132	
	IE	Use a standard dictionary to find the meaning of known vocabulary.	T 314	

	<p>I Use a standard dictionary to find the meanings of unknown words.</p> <p>EA Use a standard dictionary to determine meanings of unknown words (e.g., idioms and words with multiple meanings).</p> <p>A Use a standard dictionary to determine meanings of unknown words.</p>	T 280 PB 143	
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Domain: Reading

Strand: 2.0 READING COMPREHENSION: *Students read and understand grad-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Structural Features of Informational Materials 2.1 – 2.2</i>			
2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	B Point out text features such as title, tables of contents, and chapter headings.	T 24 PB 11	pp. 13, 154
	B Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).	T 137	
	B Use pictures, lists, charts, and tables to identify the factual components of compare-and-contrast patterns in informational materials, newspapers, and magazines.	T 193 PB 94	
	EI Orally identify the factual components of simple informational materials using key words or phrases.		
	EI Locate and orally explain categories of familiar informational materials using simple sentences.		
	I Identify and use detailed sentences to orally explain the differences among some categories of informational materials.		
EA Identify and explain the differences among various categories of informational materials.			
2.2 Analyze text that uses the proposition-and-support patterns	A Identify and analyze the differences among various categories of informational materials.		pp. 81, 86
<i>Comprehension and Analysis of Grade-Level-Appropriate Text 2.3 – 2.5</i>			
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	No comparable ELD standard found.	T 72 PB 34 T 142 PB 72	pp. 117, 118, 123, 132, 133
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	B Orally identify main ideas and some details of familiar texts using key words or phrases.	T 114	pp. 29, 34, 35
	EI Read and orally identify main ideas and details of informational materials, literary text, and text in content areas using simple sentences.		
	I Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.		

	EA	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.		
	A	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.		
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	B	Understand and follow simple multi-step oral directions of classroom or work-related activities.	T 92	p. 209
	EI	Identify and follow some multi-step directions for simple mechanical devices and basic forms.		
	I	Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.		
<i>Expository Critique 2.6 –2.8</i>				
2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.		No comparable ELD standard found.	T 208 PB 25 T 213 T 216 T 317 T 220 PB 110	pp. 55, 60, 65
2.7 Make reasonable assertions about a text through accurate, supporting citations.	B	Orally identify examples of fact/opinion and cause/effect in simple text	T 46 PB 25	pp. 155, 159
	EI	Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences.	T 206	
	I	Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, and magazines).		
	EA	Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).		
	A	Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, signs, and textbooks).		
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text..	B	Orally identify examples of fact/opinion and cause/effect in simple text	T 220 PB 110	p. 192
	EI	Read and orally identify examples of fact/opinion and cause/effect in written texts using simple sentences.		
	I	Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, and magazines).		
	EA	Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, and textbooks).		

	<p>A Analyze a variety of rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines, signs, and textbooks).</p>		
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Domain: Reading

Strand: 3.0 LITERARY RESPONSE AND ANALYSIS: *Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Structural Features of Informational Materials 3.1</i>			
3.1 Identify the forms of fiction and describe the major characteristics of each form.	B Recite simple poems.	T 12	pp. 76, 77, 80, 82, 85
	B Use pictures, lists, and charts to orally identify the characteristics of three different forms of literature, fiction, non-fiction, and poetry.	T 55	
	EI Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.	T 167	
	I Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.	T 286	
<i>Narrative Analysis of Grade-Level-Appropriate Text 3.2 – 3.7</i>			
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of conflict.	B Orally identify different characters and settings in simple literary texts using words or phrases.	T 110	pp. 23, 25
	B Role-play a character from a familiar piece of literature using words and phrases.		
	EI Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.		
	EA Describe the author’s point of view in literary text using detailed sentences.		
	A Compare and contrast motivation and reactions of characters across a variety of literary texts.		
3.3 Analyze the influence of setting on the problem and its resolution.	B Orally respond to simple literary texts by answering factual comprehension questions using one-or two-word responses.	T 22	pp. 3, 5
	EI Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	T 94	
	I Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, and essay).	T 102	
	EA Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.	T 147-149 PB 74	

<p>3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p>	<p>B Recite simple poems.</p> <p>B Use pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, non-fiction, and poetry.</p> <p>EI Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.</p> <p>I Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.</p> <p>EA Orally describe the major characteristics of several forms of poetry using detailed sentences.</p> <p>EA Orally describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric epic.</p> <p>A Analyze elements of a plot, including its development and how conflicts are addressed and resolved.</p>		<p>pp. 173-191</p>
<p>3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).</p>	<p>EI Read and orally identify the speaker or narrator in a selection.</p> <p>EI Identify the difference between first and third person using simple sentences.</p>		<p>pp. 30, 31, 111, 113, 116</p>
<p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p>	<p>B Orally respond to simple literary texts by answering factual comprehension questions using one- or two-word responses.</p> <p>EI Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.</p> <p>I Read and use detailed sentences to orally respond to factual comprehension questions taken from three forms of brief prose (e.g., short story, novel, and essay).</p> <p>EA Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.</p>	<p>T 110</p>	<p>pp. 49-51, 61, 64</p>
<p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p>	<p>EA Identify literary devices such as narrative voice, symbolism, dialect, and irony.</p> <p>A Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery and symbolism).</p>	<p>T 286</p> <p>T 321</p>	<p>pp. 147-149, 152, 155, 158, 160, 163</p>
<p><i>Literary Criticism 3.8</i></p>			
<p>3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p>	<p>B Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.</p> <p>EI Read and orally identify the main events of the plot using simple sentences.</p>	<p>T 287 PB 146</p> <p>T 288 PB 147</p>	<p>pp. 203-214</p>

	<p>I Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> <p>EA Compare and contrast a similar theme across several genres using detailed sentences.</p> <p>EA Orally and in writing describe a similar theme or topic using detailed sentences.</p> <p>A Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).</p> <p>A Analyze setting (place, time, customs) and its influence on the meaning and conflict of a literary text.</p>		
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Domain: Writing

Strand: 1.0 WRITING STRATEGIES: *Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student progress through stages of the writing process as needed.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Organization and Focus 1.1 – 1.3</i>			
1.1 Choose the form of writing that best suits the intended purpose.	B Create simple sentences or phrases with some assistance.	T 29-31 PB 13, 14, 17	pp. 225-245
	EI Use common verbs, nouns, and high frequency modifiers in simple sentences.	T 58-64	
	EI Write an increasing number of words and simple sentences appropriate for language arts and other content areas.	T 113-120	
	I Use more complex vocabulary and sentences appropriate for language arts and other content areas.	T 180-186	
	EA/A Use appropriate language variations and genres in writing for language arts and other content areas.	T 254-260	
1.2 Create multiple-paragraph expository compositions.	I Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	T 114-120	pp. 232, 240
	EA Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.		
	A Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.		
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; and organization by categories, spatial, climactic order, or importance.	B Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.	T 29 PB 13 T 52 PB 28 T 59	NF
	EI Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	T 99 PB 49 T111 PB 57 T 255-256	
	I Develop a clear purpose in a short essay using the rhetorical devices of quotations and facts appropriately.	T 318 PB 168 T 350	
	EA Write in different genres. Include coherent plot development, characterization, and setting.		

Research and Technology 1.4 – 1.5

1.4 Use organizational features of electronic text to locate information.	<p>I Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.</p> <p>EA Write an essay or report that balances information, has original ideas, and gives credit in a bibliography. Use appropriate tone and voice based on purpose, audience, and subject matter.</p> <p>A Use various methods of investigation and research to develop an essay or report that balances information and original ideas, and includes references and a bibliography.</p>	T 101 PB 52	p. 225
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design.	<p>B Complete basic business forms that require information such as name, address, and telephone number.</p> <p>EI Complete simple informational documents related to career development.</p> <p>I Write documents related to career development.</p> <p>EA/A Write pieces related to career development.</p>	T 62 T 184	

Evaluation and Revision 1.6

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	<p>B Use the writing process to write brief narratives and stories with a few standard grammatical forms.</p> <p>EI From a given topic, use the writing process to write sentences and short paragraphs with supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.</p> <p>I Use complex sentence to write brief fictional biographies and short stories that include a sequence of events and provide supporting details.</p> <p>EA Write detailed fictional biographies or autobiographies.</p> <p>EA Create coherent paragraphs through effective transitions.</p> <p>A Create coherent paragraphs through effective transitions and parallel constructions.</p> <p>A Write documents that include coherent plot development, characterizations, setting, and a variety of literary strategies.</p>	T 62 T 118 T 184 T 347-348	pp. 240, 242-243
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Domain: Writing

Strand: 2.0 WRITING APPLICATION (GENRES AND THEIR CHARACTERISTICS): *Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Writing Applications 2.1 – 2.5</i>			
2.1 Write narratives: establish and develop a plot and setting and present a point of view that is appropriate to the stories; include sensory details and concrete language to develop plot and character; use a range of narrative devices.	B Write a brief narrative using a few simple sentences that include setting and some details.	T 11-112 PB 57 T 134 PB 67 T 326-332	pp. 223, 225, 243, 246
2.2 Write expository compositions: state the thesis or purpose; explain the situation; follow an organizational pattern appropriate to the type composition; offer persuasive evidence to validate arguments and conclusions as needed.	EI Following an outline, create a draft of a paragraph.	T 114-120	pp. 226, 229, 247
2.3 Write research reports: pose relevant questions with a scope narrow enough to be thoroughly covered; support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources; include a bibliography.	I Narrate a sequence of events and communicate their significance to the audience.	T 134 PB 67	p. 232
2.4 Write responses to literature: develop an interpretation exhibiting careful reading, understanding, and insight; organize the interpretations around several clear ideas, premises, or images; develop and justify the interpretation through	EI Write brief responses to selected literature with factual understanding of the text using simple sentences.	T 149 PB 75	p. 245

sustained use of examples and textual evidence.			
2.5 Write persuasive compositions; state a clear position on a proposition or proposal; support the position with organized and relevant evidence; anticipate and address reader concerns and counterarguments.	I Write brief expository compositions that include a thesis and some points of support.	T 164 PB 84	pp. 236, 244

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Domain: Written and Oral English Language Conventions

Strand: 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: *Students write and speak with a command of standard English conventions appropriate to this grade level.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Sentence Structure 1.1</i>			
1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	B Identify basic vocabulary, mechanics, and structures in a piece of writing.	T 269 PB 134 T 279 PB 142 T 295 PB 153	pp. 252, 256, 258
<i>Grammar 1.2</i>			
1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	EI Use clauses, phrases, and mechanics with consistent variations in grammatical forms. I Edit and correct basic grammatical structures and conventions in writing. EA Edit writing for grammatical structures and conventions of writing. A Edit writing for conventions of writing to approximate standard grammatical forms.	T 63 T 193 PB 94 T 201 PB 97 T 201 PB 98 T 218 PB 109 T 307 PB 162	pp. 254, 262, 264
<i>Punctuation 1.3</i>			
1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses and commas when linking two clauses with a conjunction in compound sentences.	B Revise writing for proper use of final punctuation, capitals, and correct spelling. B Edit own work and correct punctuation.	T 360	pp. 258, 274
<i>Capitalization 1.4</i>			
1.4 Use correct capitalization.	B Revise writing for proper use of final punctuation, capitals, and correct spelling. EI Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	T 359	pp. 254, 272
<i>Spelling 1.5</i>			
1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).	EI Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). I Edit and correct basic grammatical structures and conventions of writing. EA Edit writing for grammatical structures and conventions of writing. A Edit writing for conventions of writing to approximate standard grammatical forms.	T 361	pp. 270, 278

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Domain: Listening and Speaking

Strand: 1.0 LISTENING AND SPEAKING STRATEGIES: *Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Comprehension 1.1 – 1.3</i>			
1.1 Relate the speaker’s verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	B Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). I Listen attentively to stories/information and identify key details and concepts using both verbal and nonverbal responses. EA Listen attentively to more complex stories/information on new topics and identify the main points and supporting details. A Listen attentively to stories and subject area topics, and identify the main points and supporting details.	T 345	
1.2 Identify the tone, mood, and emotion conveyed in the oral communication.	B Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). I Listen attentively to stories/information and identify key details and concepts using both verbal and nonverbal responses. EA Listen attentively to more complex stories/information on new topics and identify the main points and supporting details. A Listen attentively to stories and subject area topics and identify the main points and supporting details.	T 345	p. 231
1.3 Restate and execute multiple-stop oral instructions and directions.	EI Restate and execute multi-stop oral directions.	T 93 T 225 PB 114 T 237	
No comparable ELA standards found. These ELD standards must be taught to ELL students.	EA Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “heavy as a ton of bricks,” “soaking wet”). A Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.	T 85 PB 42 T 87 T 2236 T 321 T 172	pp. 231, 234, 238
<i>Organization and Delivery of Oral Communication 1.4 – 1.7</i>			
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	B Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). I Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	T 344	pp. 231, 234, 238

	EA	Listen attentively to more complex stories/information on new topics and identify the main points and supporting details.		
	A	Listen attentively to stories and subject area topics, and identify the main points and supporting details.		
1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.	EI	Restate in simple sentences the main idea of oral presentation of subject matter content.	T 127 T 295 T 303-304PB 157 T 307	
	I	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.		
	EA	Retell stories in greater detail including characters, setting, plot, summary, and analysis.		
1.6 Support opinion with detailed evidence and with visual or media displays that use appropriate technology	No comparable ELD standards found.		T 70 T 221-222 PB 112-113	p. 249
1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention	B	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	T 307 T 341 T 345	p. 248
	EI	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 <i>he/she</i>).		
	I	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rule may not be in evidence (e.g., third person singular, male and female pronouns).		
	EA	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.		
	A	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.		
No comparable ELA standards found. These ELD standards must be taught to ELL students.	B	Independently use common social greetings and simple repetitive phrases (e.g., “Good morning, Mrs.____.”).	See <u>The Basics</u>	
	EI	Orally communicate basic needs (e.g., “I need to borrow a pencil.”).		
	I	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.		
	EA	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and soliciting information.		
	A	Negotiate and initiate social conversations by questions, restating, soliciting information, and paraphrasing.		

Analysis and Evaluation of Oral Media Communication 1.8 – 1.9

<p>1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p>	<p>B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>EI 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 <i>he/she</i>).</p> <p>I Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p>EA Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>A Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p>	<p>Lower levels: <u>The Basics</u></p> <p>T 345</p>	
<p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	<p>No comparable ELD standard found.</p>		<p>p. 239</p>

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Domain: Listening and Speaking

Strand: 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS) *Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<i>Speaking Applications 2.1 – 2.5</i>			
2.1 Deliver narrative presentations: establish a context, plot, and point of view; include sensory details and concrete language to develop the plot and character; use a range of narrative devices (e.g., dialogue, tension, or suspense).	EI Prepare and deliver short oral presentations.	T 127 PB 63 T 295	
2.2 Deliver informative presentations: pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	I Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.	T 54 PB 31 T 79 PB 39 T 101 PB 52 T 374	P 234
2.3 Deliver oral responses to literature: develop an interpretation exhibiting careful reading, understanding, and insight; organize the selected interpretation around several clear ideas, premises, or images; develop and justify the interpretation through sustained use of examples and textual evidence.	EA Prepare and deliver presentations that use a variety of sources.	T 136 PB 69 T 374	p. 231

<p>2.4 Deliver persuasive presentations: provide clear statement of the position; include relevant evidence; offer logical sequence of information; engage the listener and foster acceptance of the proposition or proposal.</p>	<p>A Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions.</p>	<p>T 205-026 PB 102 T 260 T 345</p>	<p>p. 231</p>
<p>2.5 Deliver presentations on problems and solutions: theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution; offer persuasive evidence to validate the definition of the problem and the proposed solutions.</p>	<p>A Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions.</p>	<p>T 104 T 111 PB 57</p>	<p>p. 238</p>