



# ELA/ELD Standards Alignment

## Seventh 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
<b><i>Vocabulary and Concept Development 1.1 – 1.3</i></b>			
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	I Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).	T 320 T 323 PB 152 T 339	pp. 67, 72, 77, 167
	EA Use idioms, analogies, and metaphors in literature and texts in content areas.		
	A Use common idioms, some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”).		
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary.	EI Use knowledge of literature and content areas to understand unknown words.	T 111 T 162 T 224 T 248 PB 120 T 334	pp. 14, 43, 47, 52, 74, 203, 207, 213
	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.		
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	B Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	T 76 PB 32 T 90 PB 40 T 330 PB 158	pp. 7, 12, 18, 23, 113, 117, 146
	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.		
	EI Use a standard dictionary to find the meaning of known vocabulary.		
	I Use a standard dictionary to find the meanings of unknown words.		

	<p>I Recognize that words sometimes have multiple meanings.</p> <p>EA Recognize that words sometimes have multiple meanings and apply this knowledge to literature and text in content areas.</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> <p>A Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and text in content areas.</p>	<p>T 94 T 187 T 33 PB 12-13 T 76 PB 32 T90 PB 40 T 330 PB 158</p>	
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**Domain: Reading**

**Strand: 2.0 READING COMPREHENSION (Focus on Informational Materials):** Students read and understand grade-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
<b><i>Structural Features of Informational Materials 2.1 – 2.3</i></b>			
2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	B Point out text features such as title, tables of contents, and chapter headings.	T 183 PB 87	pp. 9, 15, 20, 25
	B Recognize categories of common informational materials (e.g., newspaper brochures, etc.).	T 240 T 255-257 T324 PB 154-155	
2.2 Locate information using a variety of consumer, workplace, and public documents.	B Use pictures, lists, charts, and tables to identify the factual components of compare-and-contrast patterns in informational materials, newspapers, and magazines.	T 35 T 49 PB 21-22 T 115 PB 52 T 167 PB 78	pp. 227-239
	EI Orally identify the factual components of simple informational materials using key words or phrases.	T 183-184 PB 87-89	
	EI Locate and orally explain categories of familiar informational materials using simple sentences.	T 230 PB 110 T 324 PB 154-155	
	I Identify and use detailed sentences to orally explain the differences among some categories of informational materials.	T 371-372	
	EA Identify and explain the differences among various categories of informational materials.		
2.3 Analyze text that uses the cause-and-effect organizational pattern.	B Use pictures, lists, charts, and tables to identify the factual components of compare-and-contrast patterns in informational materials, newspapers, and magazines.	T 229 T 32 PB 10 T 123 T 131 PB 62	pp. 69, 79
	EI Orally identify the factual components of simple informational materials using key words or phrases.	T 161 T 178	

	<p>EI Locate and orally explain categories of familiar informational materials using simple sentences.</p> <p>I Identify and use detailed sentences to orally explain the differences among some categories of informational materials.</p> <p>EA Identify and explain the differences among various categories of informational materials.</p> <p>A Identify and analyze the differences among various categories of informational materials.</p>	T 282-283	
<b><i>Comprehension and Analysis of Grade-Level-Appropriate Text 2.4 – 2.5</i></b>			
2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.	<p>B Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.</p> <p>EI Read and orally respond to simple literary texts and text in content areas by answering factual comprehension questions using simple sentences.</p> <p>I Read and use detailed sentences to orally respond to literature by answering factual comprehension questions.</p>	T 310 T 340 PB 162 T 341 PB164, 165	pp. 101, 110, 119
2.5 Understand and explain the use of a simple mechanical device by following technical directions.	<p>B Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p>EI Identify and follow some multi-step directions for simple mechanical devices and basic forms.</p> <p>I Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.</p>	T 187	pp. 227, 228, 240
<b><i>Expository Critique 2.6</i></b>			
2.6 Assess the adequacy, accuracy, and appropriateness of an author’s evidence to support claims and assertions, noting instances of bias and stereotyping.	<p>B Orally identify main ideas and some details of familiar texts using key words or phrases.</p> <p>EI Read and orally identify main ideas and details of informational materials, literary texts, and text in content areas using simple sentences.</p> <p>I Read and use detailed sentences to orally explain main ideas and details of informational, literary texts, and text materials in content areas.</p> <p>EA Identify and explain the main ideas and critical details of informational materials, literary texts, and text materials in content areas.</p> <p>A Identify and explain the main ideas and critical details of informational materials, literary texts, and text in content areas.</p>	T 24 T 31-32 PB 10  T 268 T 310-322 PB 151	pp. 213, 214

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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.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<b><i>Structural Features of Informational Materials 3.1</i></b>			
3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	B Recite simple poems.	T 15	pp. 137-139, 142, 144, 147, 148, 151, 152, 155, 156, 159, 161, 164
	B Use picture, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, non-fiction, and poetry.	T 25 T 77 T 105 T 147 T 159 T 191	
	EI Orally distinguish the characteristics of different forms of fiction and poetry using simple sentences.		
	I Apply knowledge of language to analyze and derive meaning/comprehension from literary texts.		
	EA Orally describe the major characteristics of several forms of poetry using detailed sentences.		
	EA Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric epic.		
	A Analyze elements of a plot including its development and how conflicts are addressed and resolved.		
<b><i>Narrative Analysis of Grade-Level-Appropriate Text 3.2 – 3.5</i></b>			
3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	B Orally respond to simple literary texts by answering factual comprehension questions using one-or two-word responses.	T 118-119 T 227 T 392	pp. 3-5, 8, 10, 13, 16, 19, 21, 23, 24
	EI Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.		
	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).		
	EA Read and orally explain the literary elements of plot, setting, and characters using detailed sentences.		

<p>3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p>	<p>B Orally identify different characters and settings in simple literary texts using words or phrases.</p> <p>B Role-play a character from a familiar piece of literature using words and phrases.</p> <p>EI Orally describe a character in a brief literary text by identifying the thoughts and actions of the character using simple sentences.</p> <p>EA Describe the author’s point of view in literary texts using detailed sentences.</p> <p>A Compare and contrast motivation and reactions of characters across a variety of literary texts.</p>	<p>T 204-205</p>	<p>pp. 39-41, 44, 45, 50, 53</p>
<p>3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</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>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>	<p>T 201 T 337 PB 160 T 393</p>	<p>pp. 63-65 70, 73, 75, 78, 80, 83</p>
<p>3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p>	<p>No comparable ELD standard found.</p>	<p>T 132-133 T 310-322</p>	<p>pp. 95-97, 100, 102, 105, 106, 109, 111, 114, 115, 118, 120, 121</p>
<p><b><i>Literary Criticism 3.6</i></b></p>			
<p>3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p>	<p>No comparable ELD standard found.</p>	<p>T 21-23 PB 6-8 T 47-49 T 59-61 PB 26 T 84-86 PB 36</p>	<p>pp. 199-201, 204-206, 208, 209, 212</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 introduction, supporting evidence, and conclusions. Students progress through stages of the writing process as needed.*

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<b><i>Organization and Focus 1.1 – 1.3</i></b>			
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	I Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	T 62-65 T 282-285 T 356-360 T 379	p. 264
	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.		
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	EA/A Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter-argument.	T 247-249 PB 122, 124 T 356-362	pp. 264, 266
	A Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing..		
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	B Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.	T 62 T 372-373	pp. 259-262
	EI Collect information and take notes on a given topic from a variety of sources.		
	I Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be in evidence).		
	EA Use strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use standard grammatical forms.		
	A Use strategies of note-taking, outlining, summarizing, and the writing process to structure drafts of clear, coherent, and focused essays, using standard grammatical forms.		

<b>Research and Technology 1.4 – 1.6</b>			
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	I Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. 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. 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.	T 183-184 PB 87-90 T 308-309 PB 146-147 T 372-373	
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	I Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. 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. 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.	T 269 PB 131 T 372	p. 267
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	No comparable ELD standard found.	T 369-370	pp. 262
<b>Evaluation and Revision 1.7</b>			
1.7 Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary	B Revise writing for proper use of final punctuation, capitals, and correct spelling. EI Revise writing with teacher assistance to clarify meaning and improve conventions and organization. I Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. EA Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. A Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with approximate standard grammatical forms and spelling.	T 65-66 T 136 T 376-379	pp. 249, 252, 256, 268

<b>Writing Applications (Genres and Their Characteristics)</b>			
<p>2.1 Write fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> <li>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</li> <li>b. Develop complex major and minor characters and a definite setting.</li> <li>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</li> </ul>	No comparable ELD standard found.	T 62-69	pp. 249, 269
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Develop interpretations exhibiting careful reading, understanding, and insight.</li> <li>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</li> <li>c. Justify interpretations through sustained use of examples and textual evidence.</li> </ul>	No comparable ELD standard found.	T 376-379	pp. 252, 266
<p>2.3 Write research reports:</p> <ul style="list-style-type: none"> <li>a. Pose relevant and tightly drawn questions about the topic.</li> <li>b. Convey clear and accurate perspectives on the subject.</li> <li>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.)</li> <li>d. Document reference sources by means of footnotes and bibliography.</li> </ul>	No comparable ELD standard found.	T 282-288	p. 267

<p>2.4 Write persuasive compositions:</p> <ul style="list-style-type: none"> <li>a. State a clear position or perspective in support of a proposition or proposal.</li> <li>b. Describe the points in support of the proposition, employing well-articulated evidence.</li> <li>c. Anticipate and address reader concerns and counterarguments.</li> </ul>	<p>No comparable ELD standard found.</p>	<p>T 356-362</p>	<p>p. 256</p>
<p>2.5 Write summaries of reading materials:</p> <ul style="list-style-type: none"> <li>a. Include the main ideas and most significant details.</li> <li>b. Use the student's own words, except for quotations.</li> <li>c. Reflect underlying meaning, not just the superficial details.</li> </ul>	<p>No comparable ELD standard found.</p>	<p>T 181 PB 84</p>	

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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
<b><i>Sentence Structure 1.1</i></b>			
1.1 Place modifiers properly and use the active voice.	B Identify basic vocabulary, mechanics, and structures in a piece of writing.	T 145 PB 64 T 156 70	p. 292
<b><i>Grammar 1.2 – 1.4</i></b>			
1.2 Identify and properly use infinitives and participles and make clear references between pronouns and antecedents.	EI Use clauses, phrases, and mechanics with consistent variations in grammatical forms. EA Create coherent paragraphs through effective transitions.	T 114 PB 50 T 383 T 387	pp. 280-281, 286
1.3 Identify all parts of speech and types and structure of sentences.	A Create coherent paragraphs through effective transitions and parallel constructions.	T 380-388	pp. 272-279, 282-284, 306-309
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).	B Edit own work and correct punctuation. 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 171 PB 79 T 179 PB 83 T 182 PB 85 T 383-384	pp. 282, 286, 288, 290, 292-295, 298-301
<b><i>Punctuation 1.5</i></b>			
1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.	B Edit own work and correct punctuation. 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 389-390	pp. 298-301

<b><i>Capitalization 1.6</i></b>			
1.6 Use correct capitalization.	B	Edit own work and correct punctuation.	T 388-389 pp. 296-297
	EI	Edit writing for basic convention (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.	
<b><i>Spelling 1.7</i></b>			
1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	B	Edit own work and correct punctuation.	T 391 p. 302
	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.	

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### Domain: Listening and Speaking

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

English Language Arts Standards	English Language Development Standards	High Point	Universal Access
<b><i>Comprehension 1.1 – 1.3</i></b>			
These ELD standards are prerequisite to ELA standard 1.1.	<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>	See <a href="#">The Basics</a>	
1.1 Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.	<p>B Ask and answer questions using simple sentences or phrases.</p> <p>EI Ask and answer questions using phrases or simple sentences.</p> <p>EA Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.</p>	T 75 PB 31 T 84 T 247	
1.2 Determine the speaker’s attitude toward the subject.	No comparable ELD standard found.		pp. 255, 270
1.3 Respond to persuasive messages with questions, challenges, or affirmations.	<p>B Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p>I Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p>EA Listen attentively to more complex stories/information on new topics and identify the main points and supporting details.</p> <p>A Listen attentively to stories and subject area topics, and identify the main point and supporting details.</p>	T 113 PB 49 T 294-295	

<b><i>Organization and Delivery of Oral Communication 1.4 – 1.6</i></b>					
1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience,	B	Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).	T 131	PB 76	
	I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	T 165	PB 62	
	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 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to an audience.	B	Ask and answer questions using simple sentences or phrases.	T 295		
	EI	Ask and answer questions using phrases or simple sentences.			
	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.			
1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	B	Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).	T 366	T 402	
	I	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal 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.			
<b><i>Analysis and Evaluation of Oral Media Communication 1.7 – 1.8</i></b>					
1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact on the listener.	EI	Restate in simple sentences the main idea of oral presentations of subject matter content.	T 126	PB 58	pp. 251, 254
	I	Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	T 131	PB 62	
	EA	Retell stories in greater detail including characters, setting, plot, summary, and analysis.			

<p>1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism, identify the techniques used to achieve the effects in each instance studied.</p>	<p>No comparable ELD standard found.</p>	<p>T 126 T 203    PB 101</p>	<p>pp. 255, 270</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
<b><i>Speaking Applications 2.1 – 2.4</i></b>			
These ELD standards are prerequisite to ELA standards 2.1	B Independently use common social greetings and simple repetitive phrases (e.g., “Good Morning, Mrs. ____.”).  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 questioning, restating, soliciting information, and paraphrasing.	See <a href="#">The Basics</a>	
2.1 Deliver narrative presentations: establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement, and point of view); describe complex major and minor characters and a definite setting; use a range of appropriate strategies including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).	EI Prepare and deliver short oral presentations.	T 115 PB 52 T 267	

2.2 Deliver oral summaries of articles and books: include the main ideas of the event or article and the most significant details; use the student's own words, except for material quoted from sources; convey a comprehensive understanding of sources, not just superficial details.	I Prepare and deliver short presentation on ideas, premises, or images from a variety of common sources.	T 47-48 PB 52 T 267	
2.3 Deliver research presentations; pose relevant and concise questions about the topic; convey clear and accurate perspectives on the subject; include evidence generated through the formal research process; cite reference sources appropriately.	EA Prepare and deliver presentations that use a variety of sources.	T 35 T 49 PB 22 T 61 PB 28, 29	p. 261
2.4 Deliver persuasive presentations: state a clear position or perspective in support of an argument or proposal, describe the points in support of the argument and employ well articulated evidence.	A Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transition, and appropriate conclusions.	T 268-269 PB 131 T 295 T 322 PB 151 T 354 PB 171	