

Publisher: DYNED INTERNATIONAL, INC.		Program Title: "ENGLISH FOR SUCCESS" INTERACTIVE SOFTWARE	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
	Beginning (B)		Early Advanced (EA)
X	Early Intermediate (EI)		Advanced (A)
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**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
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<input type="checkbox"/> Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input type="checkbox"/> Answer simple questions with one- to two-words responses. <input type="checkbox"/> Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> Independently use common social	<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</i> or <i>she</i> . <input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences. <input checked="" type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <input checked="" type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input type="checkbox"/> Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input checked="" type="checkbox"/> <b>Listening and Speaking</b> 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. <input type="checkbox"/> <i>Comprehension</i> 1.1 Ask questions that seek information not already discussed. <input type="checkbox"/> 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and	<b>EI-1 ELD</b> Unit 1: Warm-up: Listening Practice & Grammar Focus  <b>EI-2 ELD</b> Units 1 & 2: Speaking Up.  <b>EI-3 ELD</b> Unit 10: School Subjects (Math): Time Units.  <b>EI-4 ELD</b> Units 1 – 10: School Subjects  <b>EI-5 ELD</b> Unit 2: School Subjects: Science 1: Energy	<b>EI-1 ELD</b> Teacher's Guide, p.17.  <b>EI-2 ELD</b> Teacher's Guide, pp.17 & 26 & 33.  <b>EI-3 ELD</b> Teachers' Guide, p. 101 (Units of Time).  <b>EI-4 ELD</b> Teacher's Guide, p.36 – Geography 1..  <b>EI-5 ELD</b> Teacher's Guide, p. 6: Abilities, Potential, Needs.	

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greetings and simple repetitive phrases (e.g., "May I go and play?").	<input checked="" type="checkbox"/> read aloud by using phrases or simple sentences. <input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., "May I get a drink of water?"). <input checked="" type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input checked="" type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input type="checkbox"/> modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Ask and answer instructional	<input type="checkbox"/> others. <input type="checkbox"/> Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input type="checkbox"/> Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> perspectives. <input type="checkbox"/> 1.3 Make inferences or draw conclusions based on an oral report. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. <input checked="" type="checkbox"/> 1.5 Clarify and support spoken ideas with evidence and examples. <input checked="" type="checkbox"/> 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. <i>Analysis and Evaluation of Oral and Media Communications</i>	<b>EI-6 ELD</b> Units 1-10: School Subjects.  <b>I-1 ELD</b> Unit 6: Speaking Up: Dialogs 1 & 2.  <b>I-2 ELD</b> Unit 7: School Subjects: Planet Earth. World Talk Cards.  <b>I-3 ELD</b> Units 7 & 8: Speaking Up: Dialogs & Question Practice.  <b>I-4 ELD</b> Unit 6: School Life: Dialog 2. Speaking Up: Question Practice.	<b>EI-6 ELD</b> Teacher's Guide p. 13: Oral Presentations  <b>I-1 ELD</b> Teacher's Guide p. 63.  <b>I-3 ELD</b> Teacher's Guide, p. 83.	

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							<input type="checkbox"/> questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").  <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.			<input type="checkbox"/> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.  <input type="checkbox"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.  <input checked="" type="checkbox"/> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> Students deliver well-organized	<b>I-5 ELD</b> Unit 9: School Subjects: World History..  <b>I-6 ELD</b> Unit 6: School Subjects.  <b>EA-1 ELD</b> Units 9 & 10: School Subjects  <b>EA-2 ELD</b> Units 9 & 10: School Life  <b>EA-3 ELD</b> Units 9 & 10: Speaking Up  <b>EA-8 ELD</b> Units 9-10: School Subjects.	<b>I-5 ELD</b> Teacher's Guide, p. 91.  <b>I-6 ELD</b> Teacher's Guide, p. 13 "Teaching Activities: School Subjects".  <b>EA-2 ELD</b> Teacher's Guide, p. 13.	

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							<input type="checkbox"/> 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. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:	<p><b>Listening And Speaking</b></p> <p><b>1.0 Listening and Speaking Strategies</b></p> <p><b>1.0 ELA</b> Units 1-10: School Subjects.</p> <p><b>1.5 ELA</b> Units 1-10: School Subjects &amp; World Talk Cards.</p> <p><b>1.6 ELA</b> Unit 6: School Subjects: Science.</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p>	<p><b>1.0 ELA</b> Teacher's Guide, p. 13.</p>

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					<input checked="" type="checkbox"/> of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Summarize significant events	Units 1-10: School Subjects.  <b>2.2 ELA</b> Units 9&10: School Subjects: History & Science.  <b>2.5 ELA</b> Unit 10: School Subjects: Math 3.  <b>1.0 ELA</b> <b>Written and Oral English Language Conventions</b> Unit 8: School Subjects: English 2.  <b>1.1 ELA</b> Unit 9: School Subjects: World History.		

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												and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions.		
												<b><u>Written and Oral English Language Conventions</u></b> 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.		

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										<input checked="" type="checkbox"/>	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.		
										<input checked="" type="checkbox"/>	<i>Sentence Structure</i> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.		
										<input type="checkbox"/>	<i>Grammar</i> 1.2 Identify and correctly use verbs that are often		

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					<input type="checkbox"/> misused (e.g., <i>lie/lay, sit/set, rise/raise</i> ), modifiers, and pronouns. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.			

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