

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)	x	Early Advanced (EA)		
x	Early Intermediate (EI)		Advanced (A)		
x	Intermediate (I)				

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

<b>Grades 6-8 ELD Listening and Speaking Standards</b>					<b>ELA Standards</b>			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	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 or 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</i> or <i>she</i> ).	<input checked="" type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message.  <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"/> 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. 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 modulation but may make random	<input type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details.  <input type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.  <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input checked="" type="checkbox"/> <b>Listening And Speaking</b>  <b>1.0 Listening and Speaking Strategies</b>  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"/> <b>Comprehension</b> 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture,	<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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<input type="checkbox"/>	B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil").  <input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<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. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.  <input checked="" type="checkbox"/> I6. Prepare and	<input type="checkbox"/> 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. Respond to messages by asking questions, challenging	<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 and comprehensibly by using standard English	<input type="checkbox"/> gesture). <input type="checkbox"/> 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. <input type="checkbox"/> 1.3 Restate and execute multiple-step oral instructions and directions. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. <input checked="" type="checkbox"/> 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. <input checked="" type="checkbox"/> 1.6 Support opinions	<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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				deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/>	statements, or offering examples that affirm the message.	<input type="checkbox"/>	grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/>	with detailed evidence and with visual or media displays that use appropriate technology.	<input type="checkbox"/>	<b>I-5 ELD</b> Unit 9: School Subjects: World History..	<b>I-5 ELD</b> Teacher's Guide, p. 91.
					<input type="checkbox"/>	EA7. Use simple figurative language and idiomatic expressions (e.g., "heavy as a ton of bricks," "soaking wet") to communicate ideas to a variety of audiences.	<input type="checkbox"/>		<input type="checkbox"/>	1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. <i>Analysis and Evaluation of Oral and Media Communications</i>	<input type="checkbox"/>	<b>I-6 ELD</b> Unit 6: School Subjects.	<b>I-6 ELD</b> Teacher's Guide, p. 13 "Teaching Activities: School Subjects".
					<input checked="" type="checkbox"/>	EA8. Prepare and deliver presentations that use various sources.	<input type="checkbox"/>		<input type="checkbox"/>	1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns. Use of onomatopoeia) for intent and effect.	<input type="checkbox"/>	<b>EA-1 ELD</b> Units 9 & 10: School Subjects	
									<input type="checkbox"/>	1.9 Identify persuasive and propaganda	<input type="checkbox"/>	<b>EA-2 ELD</b> Units 9 & 10: School Life	<b>EA-2 ELD</b> Teacher's Guide, p. 13.
											<input type="checkbox"/>	<b>EA-3 ELD</b> Units 9 & 10: Speaking Up	
											<input type="checkbox"/>	<b>EA-8 ELD</b> Units 9-10: School Subjects.	

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										<p>techniques used in television and identify false and misleading information.</p> <p><input checked="" type="checkbox"/> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p>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</p>	<p><b><u>Listening And Speaking</u></b></p> <p><b><u>1.0 Listening and Speaking Strategies</u></b></p> <p><b><u>1.0 ELA</u></b> Units 1-10: School Subjects.</p> <p><b><u>1.5 ELA</u></b> Units 1-10: School Subjects &amp; World Talk Cards.</p> <p><b><u>1.6 ELA</u></b> Unit 6: School Subjects: Science.</p> <p><b><u>2.0 Speaking Applications (Genres and Their</u></b></p>	<p><b><u>1.0 ELA</u></b> Teacher's Guide, p. 13.</p>	

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					<input type="checkbox"/> outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). <input checked="" type="checkbox"/> 2.2 Deliver informative presentations:	<p><b>Characteristics)</b> Units 1-10: School Subjects.</p> <p><b>2.2 ELA</b> Units 9&amp;10: School Subjects: History &amp; Science.</p> <p><b>2.5 ELA</b> Unit 10: School Subjects: Math 3.</p> <p><b>1.0 ELA</b> <b>Written and Oral English Language Conventions</b> Unit 8: School Subjects: English 2.</p> <p><b>1.1 ELA</b> Unit 9: School Subjects: World History.</p>		

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					<input type="checkbox"/> a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information). <input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around			

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					<input type="checkbox"/> several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. 2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal. <input checked="" type="checkbox"/> 2.5 Deliver presentations on problems and			

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					solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.  <b>Written and Oral English Language Conventions</b>  The standards for written and oral English language conventions have been placed between those for writing and for listening and			

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										speaking because these conventions are essential to both sets of skills.  <input checked="" type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b>  Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.		

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					<input type="checkbox"/> <i>Grammar</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. <input type="checkbox"/> <i>Punctuation</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. <input type="checkbox"/> <i>Capitalization</i> 1.4 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.5 Spell frequently			

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							misspelled words correctly (e.g., their, they're, there).		

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