

Publisher: DYNED INTERNATIONAL, INC.		Program Title: "ENGLISH FOR SUCCESS" INTERACTIVE SOFTWARE	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
	Beginning (B)		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)

Grades 6- 8 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	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 type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	<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 by using phrases or simple sentences. <input checked="" type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter	<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"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be	<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"/> Listening and Speaking <input checked="" type="checkbox"/> 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"/> Comprehension <input type="checkbox"/> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on	EI-1 ELD Unit 1: Warm-up: Listening Practice & Grammar Focus EI-2 ELD Units 1 & 2: Speaking Up. EI-3 ELD Unit 10: School Subjects (Math): Time Units. EI-4 ELD Units 1 – 10: School Subjects EI-5 ELD Unit 2: School Subjects: Science 1: Energy	EI-1 ELD Teacher's Guide, p.17. EI-2 ELD Teacher's Guide, pp.17 & 26 & 33. EI-3 ELD Teachers' Guide, p. 101 (Units of Time). EI-4 ELD Teacher's Guide, p.36 – Geography 1.. EI-5 ELD Teacher's Guide, p. 6: Abilities, Potential, Needs.

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<input type="checkbox"/> IB4. 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 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,	<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	<input type="checkbox"/> 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, deliver, and purpose. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. <input type="checkbox"/> 1.4 Prepare a speech outline based upon a	EI-6 ELD Units 1-10: School Subjects. I-1 ELD Unit 6: Speaking Up: Dialogs 1 & 2. I-2 ELD Unit 7: School Subjects: Planet Earth. World Talk Cards. I-3 ELD Units 7 & 8: Speaking Up: Dialogs & Question Practice. I-4 ELD Unit 6: School Life: Dialog 2. Speaking Up: Question Practice.	EI-6 ELD Teacher's Guide p. 13: Oral Presentations I-1 ELD Teacher's Guide p. 63. I-3 ELD Teacher's Guide, p. 83.

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		<input checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<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"/> EA8. Prepare and deliver presentations that use various sources.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. <input checked="" type="checkbox"/> 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. <input checked="" type="checkbox"/> 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	I-5 ELD Unit 9: School Subjects: World History.. I-6 ELD Unit 6: School Subjects. EA-1 ELD Units 9 & 10: School Subjects EA-2 ELD Units 9 & 10: School Life EA-3 ELD Units 9 & 10: Speaking Up EA-8 ELD Units 9-10: School Subjects.	I-5 ELD Teacher's Guide, p. 91. I-6 ELD Teacher's Guide, p. 13 "Teaching Activities: School Subjects". EA-2 ELD Teacher's Guide, p. 13.

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					<input type="checkbox"/> 1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material). <input type="checkbox"/> 1.9 Interpret and evaluate the various ways in which visual image makers (e.g.,	<u>Listening And Speaking</u> <u>1.0 Listening and Speaking Strategies</u> <u>1.0 ELA</u> Units 1-10: School Subjects. <u>1.5 ELA</u> Units 1-10: School Subjects & World Talk Cards. <u>1.6 ELA</u> Unit 6: School Subjects: Science. <u>2.0 Speaking Applications (Genres and Their</u>	<u>1.0 ELA</u> Teacher's Guide, p. 13.

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										<input checked="" type="checkbox"/> graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions. <input checked="" type="checkbox"/> 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	<u>Characteristics</u> Units 1-10: School Subjects. <u>2.2 ELA</u> Units 9&10: School Subjects: History & Science. <u>2.5 ELA</u> Unit 10: School Subjects: Math 3. <u>1.0 ELA Written and Oral English Language Conventions</u> Unit 8: School Subjects: English 2. <u>1.1 ELA</u> Unit 9: School Subjects: World History.				

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						<p>English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.</p>		

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							c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <input type="checkbox"/> 2.2 Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its	

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										<input type="checkbox"/> audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge. 2.3 Deliver research presentations: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each.			

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						<input type="checkbox"/> d. Organize and record information on charts, maps, and graphs. 2.4 Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of		

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										<input type="checkbox"/> details, reasons, examples, and other elements. d. Maintain a reasonable tone. 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning. Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed			

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						<p>between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><input checked="" type="checkbox"/> <i>Sentence Structure</i> 1.1 Use correct and varied sentence types and sentence openings to present</p>		

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					<input type="checkbox"/> a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> <input type="checkbox"/> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> <input type="checkbox"/> 1.5 Use correct			

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										<input type="checkbox"/>	punctuation and capitalization. <i>Spelling</i> 1.6 Use correct spelling conventions.		

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