

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

Grades 11-12 ELD Listening and Speaking Standards					ELA Standards				
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<input checked="" 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 of 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 or 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 type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input checked="" type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input checked="" type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults on	<input type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and	<input checked="" type="checkbox"/> Listening And Speaking 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. <input checked="" type="checkbox"/> Comprehension 1.1 Recognize strategies used by the media to inform, persuade, entertain,	B-1 ELD Module 1: Unit 1: Names & Places: Hello Max & Kathy. B-2 ELD Module 1: Unit 1: Names & Places: Question Practice. B-3 ELD Module 1: Unit 1: Names & Places: Hello Max & Kathy. B-5 ELD Module 4: Matrix Vocabulary EI-1 ELD Module 4: Review Exercises: Fill-Ins. EI-2 ELD Module 3: Daily Activities: Question	B-1 ELD Teachers' Guide: Level 1, pp. 7-8. B-2 ELD Teachers' Guide: Level 1, p.12. B-5 ELD Teacher's Guide, Level 2, p. 69. EI-1 ELD Teacher's Guide, Level 2, p.88. EI-2 ELD Teacher's Guide, Level 2, p. 80.		
<input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases.	<input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences.								
<input checked="" type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses.	<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"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be							
<input type="checkbox"/> B4. Respond with simple words or									

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				<input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages.	<input type="checkbox"/> and idiomatic expressions (e.g., "sunshine girl," heavy as a ton of bricks") to communicate ideas to a variety of audiences.	<input type="checkbox"/> and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. <input checked="" type="checkbox"/> 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including: a. Inductive and	Biography I-3 ELD Module 5: On a Trip: Question Practice & Focus Exercises I-4 ELD Module 5: Video Interactions: How much are the tickets? I-5 ELD Module 7: Epidemic: Fighting Infections. I-7 ELD Module 5: Energy Sources: Our Energy Needs. I-8 ELD Module 2: Likes &	I-5 ELD Teacher's Guide, Level 4, p. 20. I-8 ELD Teacher's Guide, Level 1, pp. 68 & 70.

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										<input checked="" type="checkbox"/> deductive reasoning <input checked="" type="checkbox"/> b. Syllogisms and analogies <input checked="" type="checkbox"/> 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. <input checked="" type="checkbox"/> 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the test, and create skillful artistic staging. <input type="checkbox"/> 1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity	Dislikes. EA-2 ELD Module 7: Life Choices: Question Practice. EA-3 ELD Module 8: Video Interactions: UFO Interview. EA-4 ELD Modules 7 & 8: All Video Interactions. EA-5 ELD Module 8: UFO's For & Against. EA-7 ELD Module 7: Epidemic.	EA-5 ELD Teacher's Guide, Level 4, p. 76. EA-7 ELD Teacher's Guide, Level 4, p. 20.	

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					<input checked="" type="checkbox"/> and the impact the words may have on the audience. 1.12 Identify logical fallacies used in oral addresses (e.g., attack <i>ad hominem</i> , false causality, red herring, overgeneralization, bandwagon effect). <input checked="" type="checkbox"/> 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. <input checked="" type="checkbox"/> 1.14 Analyze the	Against. A-6 ELD Modules 7 & 8: Using Voice Record Feature in all Presentations Units. ELA Listening and Speaking 1.0 Listening and Speaking Strategies Modules 7: Epidemic; Module 8: UFO. 1.1 ELA Modules 7: Epidemic; Module 8: UFO. 1.3 ELA Module 4:	A-6 ELD Teacher's Guide, Introduction: Student Learning Paths, pp. 26-27.	

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										<p>techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").</p> <p><input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of</p>	<p>Biography; and Module 8: UFO.</p> <p>1.5 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>1.6 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>1.7 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>1.8 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>1.9 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>1.11 ELA Modules 7 & 8: Epidemic & UFO.</p>				

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						<p>standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description,</p>	<p>1.12 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>1.13 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>1.14 ELA Modules 7 & 8: Epidemic & UFO.</p> <p>ELA 2.0 Speaking Applications (Genres and Their Characteristics) Module 7: Epidemic; Module 8: Matrix Vocabulary & UFO: For & Against.</p>	

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										exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas. <input checked="" type="checkbox"/> 2.2 Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. b. Analyze several historical records of	2.2 ELA Module 8: UFO: For & Against. 2.3 ELA Module 8: Video Interactions; UFO Interview, and Press Conference. 2.5 ELA Module 8: UFO: For & Against. ELA 1.0 Written And Oral English Language Conventions Modules 7 & 8: All Units. 1.1 ELA Modules 7 & 8: All Units.	

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						a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. d. Include information on all relevant perspectives and consider the validity and reliability of sources. <input checked="" type="checkbox"/> 2.3 Deliver oral responses to literature: a. Demonstrate a	1.2 ELA Modules 7 & 8: All Units. 1.3 ELA Module 8:UFO Sentence Reordering.	

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							comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable). b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of these strategies). c. Support important ideas and viewpoints through accurate and detailed references to the text or to other	

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						works. d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input type="checkbox"/> 2.4 Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online		

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						information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. <input checked="" type="checkbox"/> 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity,		

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						<p>force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").</p> <p><u>Written And Oral English Language Conventions</u> 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.</p> <p><input checked="" type="checkbox"/> 1.0 Written and Oral</p>		

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					<input checked="" type="checkbox"/> English Language Conventions Students write and speak with a command of standard English conventions. 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <input type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.			

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