

Publisher: DYNED INTERNATIONAL, INC.		Program Title: "FIRST ENGLISH" INTERACTIVE SOFTWARE	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	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 6-8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation	
<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 or phrases). <input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input checked="" 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 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 type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input 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 Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. <input checked="" type="checkbox"/> 1.2 Determine the	B1-ELD Unit 1: Vocabulary. B2-ELD Unit 1: Dialog B3-ELD Unit 1: Dialog, Hot Seat. B4-ELD Unit 3: Dialog, Dialog 1 EI-1 ELD Unit 4: Grammar EI-2 ELD Unit 5: Listening & Grammar. EI-3 ELD Unit 6: Grammar, Part 3 & Quiz. (<i>cont'd.</i>) Unit 5: Listening,	B1-ELD Teacher's Guide, p.16. B2-ELD Teacher's Guide, p.16. B4-ELD Teacher's Guide, p.36. EI-1 ELD Teacher's Guide, p.48. EI-2 ELD Teacher's Guide, pp.61-62. EI-3 ELD Teachers' Guide, p. 72.	

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<input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	content. <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"/> 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,	<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"/> speaker's attitude toward the subject. <input type="checkbox"/> 1.3 Respond to persuasive messages with questions, challenges, or affirmations. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. <input type="checkbox"/> 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the	Part 3. EI-4 ELD Unit 6: Listening, Parts 1 & 2. EI-5 ELD Unit 5: Dialog 2 Unit 6: Listening, Part 3. I-1 ELD Units 5 & 6: Grammar, Part 1 and Part 2. I-2 ELD Unit 4: Vocabulary. Unit 6: Listening, Part 1 & 2; and Dialog. I-3 ELD Units 1-8: All Grammar Lessons. I-4 ELD	EI-4 ELD Teacher's Guide, p.71. EI-5 ELD Teacher's Guide, p. 70. I-5 ELD Teacher's Guide p. 62. I-2 ELD Teacher's Guide pp. 71-72.	

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				<input type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> challenging statements, or offering examples that affirm the message. <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 checked="" type="checkbox"/> audience. 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> <input checked="" type="checkbox"/> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener. <input type="checkbox"/> 1.8 Analyze the effect on the viewer of images, text, and	Unit 7: Dialog 1. I-5 ELD Unit 8: Listening, Parts 1 &2; Dialogs 1, 2, and Hot Seat. <u>ELA Standards Listening and Speaking</u> 1.0 ELA Units 1-8, All Listening and Dialog lessons. 1.1 ELA Unit 7: Letters & Numbers: Money & Prices. Unit 7: Listening, Part 3. Unit 7: Dialogs 2&3. 1.2 ELA	

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										<input checked="" type="checkbox"/> sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied. 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	Unit 8: Listening 1.4 ELA Unit 5: Listening. 1.6 ELA Unit 7: Listening, Part 2. 1.7 ELA Unit 4: Letters & Numbers Unit 5: Listening, Part 3. 2.0 Speaking Applications (Genres and Their Characteristics) 2.0 ELA Units 1-8, All Listening and Dialog lessons.	

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										<input type="checkbox"/> organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate			

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					<input type="checkbox"/> strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions). <input type="checkbox"/> 2.2 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details. <input type="checkbox"/> 2.3 Deliver research presentations;			

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										<input type="checkbox"/> <ul style="list-style-type: none"> a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately. 			
										<input type="checkbox"/> <ul style="list-style-type: none"> 2.4 Deliver persuasive presentations: <ul style="list-style-type: none"> a. State a clear 			

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										position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence. Written And Oral English Language Conventions 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			

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					<input type="checkbox"/> sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Place modifiers properly and use the active voice. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input type="checkbox"/> 1.3 Identify all parts of speech and types			

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					<input type="checkbox"/> and structure of sentences. <input type="checkbox"/> 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). <i>Punctuation</i> <input type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.			

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