

Publisher: DYNED INTERNATIONAL, INC.		Program Title: "LET'S GO" 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)		Advanced (A)
X	Intermediate (I)		

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

Grades 3-5					ELA Standards			
ELD Listening and Speaking Standards					Grade 3		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
<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"/> 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. 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"/> 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. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.	<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 idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately.	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> <input type="checkbox"/> 1.1 Retell, paraphrase, and explain what has been said by a speaker. <input type="checkbox"/> 1.2 Connect and relate prior experiences,	B1-ELD Level 1, Unit 1 Asking about objects: Vocab. & Grammar Lessons B2-ELD Level 1, Unit 5 Asking/Telling Age B3-ELD Level 1, Units 1-8 All Vocabulary, Grammar, and Phonics lessons. B4-ELD Level 1, All Units: Songs & Dialogs	B1-ELD Teacher's Guide, pp. 20-21. B2-ELD Level 1, Unit 6 Song B3-ELD Level 1, Unit 6: Location Game. Teacher's Guide, p. 25. B4-ELD Teacher's Guide, p.18: Song	
<input checked="" type="checkbox"/> B2. Answer simple questions with one- to two-words responses.	<input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences.	<input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;	<input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input type="checkbox"/> 1.1 Retell, paraphrase, and explain what has been said by a speaker. <input type="checkbox"/> 1.2 Connect and relate prior experiences,	EI1-ELD Level 3, Unit 7: Grammar EI-2 ELD	EI1-ELD Level 3, Unit 6: 3-in-a-row Game. Teacher's Guide p.29.	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation	
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 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"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> insights, and ideas to those of a speaker. <input type="checkbox"/> 1.3 Respond to questions with appropriate elaboration. <input type="checkbox"/> 1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Organize ideas chronologically or around major points of information. <input type="checkbox"/> 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	Level 3, Unit 2: Song & Grammar EI-4 ELD Level 1, Unit 7: Song & Grammar EI-5 ELD Levels 2 & 3 All Units: Songs I-1 ELD Level 6, Unit 5: Song & Grammar I-2 ELD Level 4, Units 3 & 4: Songs & Grammar <u>I-3 ELD & 1.0 ELA</u> Levels 4-6, All Units I-4 ELD Levels 4, Unit 8:	EI-2 ELD Teacher's Guide, p.21-22: Grammar.	

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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.	modulation.	<input type="checkbox"/> 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. <input type="checkbox"/> 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). <input type="checkbox"/> 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.10 Compare ideas	Song & Grammar	

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						<input type="checkbox"/> and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts.			
						<input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the			

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										organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Make brief narrative presentations: <ul style="list-style-type: none"> a. Provide a context for an incident that is the subject of the presentation b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot. <input type="checkbox"/> 2.2 Plan and present 	

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										<p>dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.</p> <p><input type="checkbox"/> 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</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</p>		

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										<p>speaking because these conventions are essential to both sets of skills.</p> <p><input 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.</p> <p><i>Sentence Structure</i></p> <p><input type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p><i>Grammar</i></p>		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
						<input type="checkbox"/> 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.			
						<input type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.			
						<input type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i>			
						<input type="checkbox"/> 1.5 Punctuate dates, city and state, and titles of books correctly.			
						<input type="checkbox"/> 1.6 Use commas in dates, locations, and			

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								<input type="checkbox"/> addresses and for items in a series. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). <input type="checkbox"/> 1.9 Arrange words in alphabetic order.		

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