

Publisher: <i>Educational Activities Software</i>		Program Title: <i>Sound Sentences , Core Reading &amp; Vocabulary, Writing Process Workshop, Diascriptive 4 , &amp; Reading in the Workplace</i>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

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

Grades 6-8 Educational Activities Software Programs That Meet ELD Listening and Speaking Standards					ELA Standards		Educational Activities Software Programs	
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 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 type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input 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. 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 checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds,	<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,	<input type="checkbox"/> <b>Listening And Speaking</b> <b>1.0 Listening and Speaking Strategies</b> 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 type="checkbox"/> 1.1 Ask probing questions to elicit information, including evidence to support the	B1. Sound Sentences B2. Sound Sentences B4. CORE Reading EI2. Sound Sentences I3. Sound Sentences EA3. CORE Reading A4. The Writing Workshop Process: Evaluation A5. The Writing Workshop Process: Report of Information/Observation A6. Sound Sentences		

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<input checked="" type="checkbox"/> gestures, pointing, drawing).  <input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input type="checkbox"/> E14. Restate in simple sentences the main idea of oral presentations in subject-matter content.  <input type="checkbox"/> E15. Orally communicate basic needs (e.g., "I need to borrow a pencil").  <input type="checkbox"/> E16. Prepare and deliver short oral presentations.	<input type="checkbox"/> grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).  <input 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. Identify the main idea and some supporting	<input type="checkbox"/> intonation, pitch, and 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,	<input type="checkbox"/> restating, soliciting information, and paraphrasing the communication of others.  <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.  <input checked="" type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction,	<input type="checkbox"/> speaker's claims and conclusions. <input type="checkbox"/> 1.2 Determine the 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 type="checkbox"/> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. <input checked="" type="checkbox"/> 1.5 Arrange	<b>Listening And Speaking</b>  1.5 The Writing Workshop Process: Evaluation  1.8 The Writing Workshop Process: Persuasive Writing  <b>Speaking Applications (Genres and Their Characteristics)</b>  2..1 The Writing Workshop Process: Autobiographical Incident  2.2 Diascriptive Reading IV: Main Idea		

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						<b>Grade 7</b>		Primary Citation	
				<input type="checkbox"/> details of oral presentations, familiar literature, and key concepts of subject-matter content.  <input type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> audience, and subject matter.  <input type="checkbox"/> EA6. Respond to messages by asking questions, 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 checked="" type="checkbox"/> coherent transition, and appropriate conclusions.  <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.  <input type="checkbox"/> 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 type="checkbox"/> 1.7 Provide constructive feedback to	2.3 The Writing Workshop Process: Evaluation  2.4 The Writing Workshop Process: Persuasive Writing  <u><b>Written And Oral English Language Conventions</b></u>  1.0 The Writing Workshop Process: Reports of Information/Observation  1.1 Reading in the Workplace: GED Online Activities : Essay	

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						<b>Grade 7</b>		Primary Citation	
					<input type="checkbox"/>		speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.  <input checked="" type="checkbox"/> 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>	1.6 Reading in the Workplace: GED Online Activities : Business Application  1.7 CORE Reading	

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						<input type="checkbox"/> 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 outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade		

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						<input checked="" type="checkbox"/> 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 strategies, including dialogue, suspense, and naming of		

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										<input checked="" type="checkbox"/> specific narrative action (e.g., movement, gestures, expressions). <input checked="" 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 checked="" type="checkbox"/> 2.3 Deliver research		

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						presentations; 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		

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										<input checked="" type="checkbox"/> appropriately. 2.4 Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.  <b>Written And Oral English Language Conventions</b>  The standards for written and oral		

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										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.  <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 the grade level. <input checked="" type="checkbox"/> <i>Sentence Structure</i>		

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						<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 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.,		

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

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