

Publisher: Zoo-phonics Inc.				Program Title: Using the Wild to Teach the Child			
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)				
X	Intermediate (I)						

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

Grades K-2 ELD Listening and Speaking Standards						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	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 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 by using simple sentences. <input 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 stories and information, and orally identify key details and concepts. <input type="checkbox"/> EA2. Retell stories in greater detail by including 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 errors.	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") 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	<input type="checkbox"/> Listening and Speaking <input type="checkbox"/> 1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. <input checked="" type="checkbox"/> <i>Comprehension</i> <input checked="" type="checkbox"/> 1.1 Understand and follow one- and two-step oral directions. <input checked="" type="checkbox"/> 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. <input type="checkbox"/> 2.0 Speaking Applications	<u>B2-4 ELD & 1.1 ELA Standard</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 93-101 <u>EI1 & EI2 ELD & 1.1 ELA Standard</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 93-101 <u>I1 ELD & 1.1 ELA Standard</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 93-101 <u>EA1 ELD & 1.1 ELA Standard</u>	

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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<input checked="" type="checkbox"/>	pictures). B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input type="checkbox"/>	needs (e.g., "May I get a drink?"). EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/>	male and female pronouns). I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<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. EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. EA6. Ask and answer instructional questions with more extensive	<input type="checkbox"/>	communication of others. A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation,	<input type="checkbox"/>	(Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students: 2.1 Describe people, places, things (e.g., size, color, shape), locations, and	"Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 93-101 A1 ELD & 1.1 ELA Standard "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 93-101	

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							supporting elements (e.g., "Which part of the story was the most important?").				pitch, and modulation.	<input type="checkbox"/> actions. <input type="checkbox"/> 2.2 Recite short poems, rhymes, and songs. <input type="checkbox"/> 2.3 Relate an experience or creative story in a logical sequence. <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.		

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						<input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.			

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