

TEKS/ELPS Correlations for DynEd's First English
Sixth Grade



Act 2

Educational Consultants LLC

TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
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**§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.
(b) Knowledge & Skills**

<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p> <p style="color: red;">*ELPS: 1A, B, H; 3 A, B, C, D; 4 A, B, C, D, F, G</p>	<p>Units 1-4: <i>Reading/fluency addressed throughout. Alphabet and numbers 1-10 are introduced. In subsequent units, the focus is on key sound-letter relationships such as initial sounds.</i> Teacher's Guide (TG): p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: Reading/fluency addressed throughout <i>Alphabet and numbers 1-10 are introduced. In subsequent units, the focus is on key sound-letter relationships, first initial sounds, and then consonant clusters and final sounds.</i> Teacher's Guide (TG): p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

<p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p style="color: red;">*ELPS: 1 A, B, H; 4 A, B, C, D, E; 5 A, B, C</p>	<p>Units 1-4: New vocabulary is introduced in context through Listening, Dialog, and Vocabulary. Teacher's Guide (TG): p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: New vocabulary is presented in context through Listening, Dialog, and Vocabulary. Teacher's Guide (TG): p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
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<p>(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E; 5 A, B, C</p>	<p>Units 1-4 New vocabulary is presented in context through Listening, Dialog, and Vocabulary. TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: New vocabulary is presented in context through Listening, Dialog, and Vocabulary. TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



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<p>(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: _____ or pen:ink as book: _____);</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E</p>	<p>Unit 1: Listening: <i>England: English; India: Indian; Canada: Canadian</i></p> <p>Units 1-4: Letters & Numbers: A-W <i>a: apple; b: bus; e: ear, etc.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Unit 5: Letters & Numbers: X-Z <i>x: x-ray; y: year; z: zebra</i></p> <p>Unit 6: Letters & Numbers 1: Final sounds: b, p, d, t, l, r Letters & Numbers 2: Final sounds: m, n, g, k</p> <p>Unit 7: Letters & Numbers: ch, sh, th: <i>ch: chair; sh: shoes; th: three</i> bl, br, cl, cr, dr: <i>bl: black; br: brown; cl: clock; cr: cry; dr: dress</i> pl, pr, tr: pl: place; pr: prince; tr: tree sk, sp, st: <i>sk: ski; sp: spoon; st: stars</i></p> <p>Unit 8: Vocabulary 1: <i>sunny: warm; rainy: wet; ice: cold; fire: hot; umbrella: rainy weather; sunglasses: sunny weather</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



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<p>(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP, que sera sera</i>); and</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E</p>	<p>Units 1-4: <i>Clicking the text button gives students the spelling of any word or group of words that appear in the program. Clicking on a highlighted word brings up a Glossary entry for that word.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: <i>Clicking the text button gives students the spelling of any word or group of words that appear in the program. Clicking on a highlighted word brings up a Glossary entry for that word.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>		
<p>(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A



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<p>(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(C) compare and contrast the historical and cultural settings of two literary works</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A



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<p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.</p> <p>*ELPS: 1 A, B, C; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A



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<p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
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<p>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>
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<p>(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, G; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, G; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(C) describe different forms of point-of-view, including first- and third-person.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, G; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: Listening & Dialog include narration (3rd person) as well as dialog (1st person).</p>	<p>Units 5-8: Listening & Dialog include narration (3rd person) as well as dialog (1st person).</p>



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<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
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<p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Unit 4: Vocabulary 2: <i>hear, see, touch, smell</i></p>	<p>Unit 5: Dialog 2: <i>"I'm hungry. Would you like something to eat?" "Sure. I'm hungry, too. What do you want to eat?" etc.</i> Hot Seat: <i>"What's the matter?" "I don't feel good. I think I'm sick."</i></p> <p>Unit 7: Listening 1: <i>In the morning, she stayed in bed and took some medicine. She stayed in bed until 10:30. At 10:30 she got up and watched television for about an hour and a half. She wasn't hungry, so she didn't eat lunch. She just drank some tea. She also ate an apple. Then she took a bath.</i></p> <p>Unit 8: Vocabulary 1: <i>Sunny weather is usually warm. Rainy weather is always wet. This ice is cold.</i></p>



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<p>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
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<p>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>



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<p>(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(B) explain whether facts included in an argument are used for or against an issue;</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A



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<p>(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>		
<p>(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-14 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



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<p>(B) identify simply faulty reasoning used in persuasive texts.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>N/A</p>	<p>N/A</p>
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(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

<p>(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: <i>Students log onto the computer, sign into DynEd, select a course, select the unit and lesson or test, and follow the directions to do the given work. Additionally, students check their study records and intelligent tutor to review their progress and make changes to their study procedures.</i></p>	<p>Units 5-8: <i>Students log onto the computer, sign into DynEd, select a course, select the unit and lesson or test, and follow the directions to do the given work. Additionally, students check their intelligent tutor to review their progress and make changes to their study procedures.</i></p>
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<p>(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: <i>Students interpret their study records with completion percentages and the Intelligent Tutor's analysis of their progress.</i></p> <p>Unit 4: Listening 2: Neighborhood map, bus schedule</p>	<p>Unit 5-8: <i>Students interpret their study records with completion percentages and the Intelligent Tutor's analysis of their progress.</i></p> <p>Unit 5: Listening 2: Calendar, clock Listening 3: Map, diagrams</p> <p>Unit 6: Listening 1: Map, diagrams, bus schedule, clock Listening 2: map, illustrations</p> <p>Unit 7-8: Listening 1-3: illustrations</p>
<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>		
<p>(A) explain messages conveyed in various forms of media;</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-14 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



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<p>(B) recognize how various techniques influence viewers' emotions;</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(D) analyze various digital media venues for levels of formality and informality.</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, H; 4 A, B, C, G; 5 A, B, C, D, E, F, G</p>	N/A	N/A

(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:



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<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>*ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



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<p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>*ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



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(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that include: : ***ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G**

<i>(i) a clearly defined focus, plot, and point of view;</i>	N/A	N/A
<i>(ii) a specific, believable setting created through the use of sensory details; and</i>	N/A	N/A
<i>(iii) dialogue that develops the story; and</i>	N/A	N/A

(B) write poems using: ***ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G**

(i) poetic techniques (e.g., alliteration, onomatopoeia);	N/A	N/A
(ii) figurative language (e.g., similes, metaphors); and	N/A	N/A
(iii) graphic elements (e.g., capital letters, line length).	N/A	N/A



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<p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p> <p style="color: red;">*ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
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(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) create multi-paragraph essays to convey information about a topic that: ***ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G**

<p><i>(i) present effective introductions and concluding paragraphs;</i></p>	<p>N/A</p>	<p>N/A</p>
<p><i>(ii) guide and inform the reader's understanding of key ideas and evidence;</i></p>	<p>N/A</p>	<p>N/A</p>



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<i>(iii) include specific facts, details, and examples in an appropriately organized structure; and</i>	N/A	N/A
<i>(iv) use a variety of sentence structures and transitions to link paragraphs;</i>	N/A	N/A
<p>(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</p> <p>*ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I, J; 5 A, B, C, D, E, F, G</p>	N/A	N/A



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<p>(D) produce a multimedia presentation involving text and graphics using available technology.</p> <p>*ELPS: 1 A, B, H; 4 I; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p> <p>*ELPS: 1 A, B, H; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>		



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(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

***ELPS:** 1 A, B, H; 3 A, B, C; 5 A, B, C, D, E, F, G

<p>(i) <i>verbs (irregular verbs and active and passive voice);</i></p>	<p>Units 1-4: All active voice Units 1-2: Present tense active voice of "to be" verb throughout all unit lessons Unit 3: First modal "can/can't" presented; do/does/don't/doesn't Unit 4: Listening & Dialog: <i>has/have, there are/there is</i></p>	<p>Unit 5-8: All active voice Unit 7: Listening 1 & 3: <i>to be, to have, to take, to sleep; to go (simple past tense); to eat; to drink</i> Grammar 1: <i>to get</i> Unit 8: Listening 2: <i>(simple past tense) to do, to get, to get up,</i> Vocabulary 2: <i>(simple past tense) to leave</i></p>
<p>(ii) <i>non-count nouns (e.g., rice, paper);</i></p>	<p>Unit 3: Listening 1: <i>homework</i> Letters & Numbers: <i>ice, juice, paper, Oxygen, water</i> Unit 4: Listening 1: <i>music, English, volleyball, soccer, basketball (sports), hair, ice cream,</i></p>	<p>Unit 5: Letters & Numbers: <i>wood, yogurt</i> Unit 6: Listening 1: <i>music, fruit, coffee</i> Vocabulary1: <i>tea, milk, water, soup, cake, ice cream, salad, fish</i> Grammar: <i>pizza, money</i> Letters & Numbers: <i>mail</i> Unit 7: Listening 1: <i>medicine, television, tea, homework, lunch</i> Listening 2: <i>pizza</i> Letters & Numbers: <i>weather, bread</i></p>



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);	<p>Unit 3: Dialog 2: sick</p> <p>Unit 4: Listening 1: ...his team isn't very good Listening 3: She's very tall; he's very thin; she's short Vocabulary 1: Her hair is blue; this man is afraid; this man is angry; this man is tired, this man is sick.</p>	<p>Unit 5: Dialog 1: Is it okay with your parents? Dialog 2: I'm hungry. Anything is okay.</p> <p>Unit 7: Listening 1: She was tired. Grammar 2: Ten is less than 20. Letters & Numbers: These shoes are brown. This pencil is short. This color is black. This door is closed.</p> <p>Unit 8: Listening 1: Her history tests are always difficult. Vocabulary1: Sunny weather is usually warm. Rainy weather is always wet. This ice is cold. This fire is hot. Windy weather is good for sailing. These boots are black. These gloves are small.</p>
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	<p>Unit 4: Listening 1: Unfortunately, ...</p>	N/A



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
<p>(v) <i>prepositions and prepositional phrases to convey location, time, direction, or to provide details;</i></p>	<p>Unit 2: Listening 2: <i>At home, from</i> Listening 3: <i>right now</i></p> <p>Unit 3: Vocabulary: <i>in a house, near a park, from Mexico, at a school, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through the door, around the track</i></p> <p>Unit 4: Listening 2: <i>across, at (time)</i></p>	<p>Unit 5: Listening 2: <i>from...until; on Saturdays</i> Grammar 1: <i>before dinner, after school</i></p> <p>Unit 6: Listening 2: <i>through, next to,</i> Listening 3: <i>Without her keys...</i></p> <p>Unit 7: Listening 1: <i>at home; for about an hour and a half; In the morning; in bed;</i> Listening 3: <i>in the cafeteria</i> Dialog 1: <i>in about two hours</i></p> <p>Unit 8: Listening 1: <i>for an hour and a half, in about an hour</i> Dialog 1: <i>in the morning</i> Vocabulary 1-2: <i>on your hands, at school, in the afternoon, at night</i> Grammar 3: <i>in about two hours, on Saturday</i></p>
<p>(vi) <i>indefinite pronouns (e.g., all, both, nothing, anything);</i></p>	<p>N/A</p>	<p>Unit 5: Dialog 2: <i>Anything</i> Letters & Numbers: <i>nothing</i></p> <p>Unit 8: Grammar 2: <i>both of them</i></p>



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
(vii) subordinating conjunctions (e.g., while, because, although, if); and	Unit 4: Vocabulary 2: ...because she's happy; because she's said; because she's tired, etc.	N/A
(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	Unit 4: Listening 1: He is on his school's basketball team. Unfortunately , his team isn't very good.	N/A
(B) differentiate between the active and passive voice and know how to use them both; and *ELPS: 1 A, B, H; 3 A, B, C; 5 A, B, C, D, E, F, G	Units 1-4: <i>The active voice is practiced throughout these units.</i>	Units 5-7: <i>The active voice is practiced throughout these units.</i>



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
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<p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p> <p style="color: red; font-weight: bold;">*ELPS: 1 A, B, H; 3 A, B, C; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: <i>Complete simple sentences are modeled throughout these units. Students must practice and repeat these structures throughout the units.</i> Teacher's Guide (TG): p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Unit 5: Listening 1: <i>Sometimes she can't sleep, so she reads a book.</i></p> <p>Unit 6: Listening 1: She works hard, and her students like her. Listening 2: <i>It says many things, and it can sing.</i></p> <p>Unit 7: Listening 1: <i>She was sick. She had a headache, so she stayed at home.</i></p> <p>Unit 8: Listening, Dialog, Vocabulary, and Grammar: All simple sentences used.</p>
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(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use capitalization for: *ELPS: 1 A, B, H; 5 A, B, C		
<i>(i) abbreviations;</i>	N/A	N/A
<i>(ii) initials and acronyms; and</i>	N/A	N/A
<i>(iii) organizations;</i>	N/A	N/A

(B) recognize and use punctuation marks including: *ELPS: 1 A, B, H; 5 A, B, C



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
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<p>(i) <i>commas in compound sentences;</i></p>	<p>Unit 4: Listening 1: <i>Ana can play the piano, and she can sing very well.</i></p>	<p>Unit 5: Listening 1: <i>Sometimes she can't sleep, so she reads a book.</i> Unit 6: Listening 1: <i>She works hard, and her students like her.</i> Listening 2: <i>It says many things, and it can sing.</i> Unit 7: Listening 1: <i>She wasn't hungry, so she didn't eat lunch.</i></p>
<p>(ii) <i>proper punctuation and spacing for quotations; and</i></p>	<p>N/A</p>	<p>N/A</p>
<p>(iii) <i>parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and</i></p>	<p>N/A</p>	<p>N/A</p>

<p>(C) use proper mechanics including italics and underlining for titles of books.</p> <p>*ELPS: 1 A, B, H; 5 A, B, C,</p>	<p>N/A</p>	<p>N/A</p>
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(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
<p>(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p> <p>*ELPS: 1 A, B, H; 5 A, B, C</p>	<p>Unit 2: Listening 2: <i>good/well</i></p> <p>Unit 4: Listening 1: <i>there is/there are;</i> Listening 2: <i>there/their</i></p>	<p>Unit 6: Dialog 2: <i>there, their</i></p> <p>Unit 7: Dialog 3: <i>to, two, two</i></p> <p>Unit 8: Grammar: <i>How much/how many? Was/were/did?</i></p>
<p>(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>*ELPS: 1 A, B, H; 5 A, B, C</p>	<p>Units 1-4: <i>Clicking the text button gives students the spelling of any word or group of words that appear in the program. Clicking on a highlighted word brings up a Glossary entry for that word.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines; Written Exercises</p>	<p>Units 5-8: <i>Clicking the text button gives students the spelling of any word or group of words that appear in the program. Clicking on a highlighted word brings up a Glossary entry for that word.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines; Written Exercises</p>
<p>(C) know how to use the spell-check function in word processing while understanding its limitations.</p> <p>*ELPS: 1 A, B, H; 5 A, B, C</p>	<p>Units 1-4: <i>Clicking the text button gives students the spelling of any word or group of words that appear in the program. Clicking on a highlighted word brings up a Glossary entry for that word.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: <i>Clicking the text button gives students the spelling of any word or group of words that appear in the program. Clicking on a highlighted word brings up a Glossary entry for that word.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
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(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

<p>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p> <p style="color: red; font-weight: bold;">*ELPS: 1 A, B, H; 2 A, B, C, D; 3 A, B, C, D, E; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(B) generate a research plan for gathering relevant information about the major research question.</p> <p style="color: red; font-weight: bold;">*ELPS: 1 A, B, H; 2 A, B, C, D; 3 A, B, C, D, E; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>

(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
<p>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(B) differentiate between primary and secondary sources;</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	N/A	N/A



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
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<p>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	N/A	N/A
<p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	N/A	N/A

(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
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<p>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(B) evaluate the relevance and reliability of sources for the research.</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H</p>	N/A	N/A

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

<p>(A) compiles important information from multiple sources;</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, E, F, G, H, I; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	N/A	N/A
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TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
<p>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(C) presents the findings in a consistent format; and</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p> <p>*ELPS: 1 A, B, H; 4 A, B, C, D, E, F, G, H, I; 5 A, B, C, D, E, F, G</p>	N/A	N/A

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
<p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, E, F, G, H, I, J</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>
<p>(B) follow and give oral instructions that include multiple action steps; and</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, E, F, G, H, I, J</p>	N/A	N/A
<p>(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, E, F, G, H, I, J</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
<p>(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>*ELPS: 1 A, B, H; 3 A, B, C, D, E, F, G, H, I, J</p>	<p>Units 1-4: <i>The speaking/recording option, managed by the computer program to reinforce correct responses, is available throughout followed by Comprehension Checks.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: <i>The speaking/recording option, managed by the computer program to reinforce correct responses, is available throughout followed by Comprehension Checks.</i> TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>



TEKS/ELPS Correlations for DynEd's First English

TEKS/ELPS	First English Units 1-4	First English Units 5-8
<p>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p> <p>*ELPS: 1 A, B, H; 2 A, B, C, D, E, F, G, H, I; 3 A, B, C, D, E, F, G, H, I, J</p>	<p>Units 1-4: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>	<p>Units 5-8: TG: p. 10 General Orientation; Pp. 11-13 General Classroom Guidelines</p>

Source: The provisions of this §110.18 adopted to be effective September 4, 2008, 33 TexReg 7162.

