

Publisher: Great Source Education Group				Program Title: Reading & Writing Sourcebook © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input checked="" type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards Kindergarten	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated	<input checked="" type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Grade One: Phonemic Awareness	<input checked="" type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EA2. Track (move sequentially from sound to sound) and represent changes in simple syllables and	<input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts content Standards Kindergarten <input type="checkbox"/> A2. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> A4. Understand that as letters of words	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Decoding and Word Recognition</i> <input checked="" type="checkbox"/> 1.1 Recognize and	B1-ELD Standard & Reading 1.1 ELA Standard: Student Book (SB) <i>Reading & Writing Sourcebook</i> , pp. 12, 22, 32, 46, 56, 68, 78, 90, 100, 112, 122, 127, 132, 144 B6-ELD Standard & Reading 2.5 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 14, 19, 21, 41, 48, 55, 70, 75, 85, 89, 92, 97, 107, 109, 111, 129-131, 134, 140, 143 B8-ELD Standard & Reading 2.5 ELA Standard:	B1-ELD Standard & Reading 1.1 ELA Standard: Teacher's Guide (TG) <i>Reading & Writing Sourcebook</i> , pp. 62, 67, 74, 79, 86, 91, 98, 103, 110, 115, 122, 127, 134, 139, 146, 151, 158, 163, 170, 175, 182, 187, 194, 199, 206, 211, 218, 223 B6-ELD Standard & Reading 2.5 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 98, 122, 158, 206 B8-ELD Standard & Reading 2.5 ELA Standard:	

*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>.

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2004	
ELD Proficiency Levels:		FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods).	<input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt.	<input checked="" type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).	words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	change, so do the sounds (i.e., the alphabetic principle).	<input type="checkbox"/> A5. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words.	<input checked="" type="checkbox"/> 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant / consonant-vowel = <i>sup/per</i>).	Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 14, 19, 21, 55, 70, 75, 77	TG <i>Reading & Writing Sourcebook</i> , pp. 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218
<input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	Grade One: Phonemic Awareness	<input type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends.	<input type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables.	<input type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	<input type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words.	B14-ELD Standard & Reading 2.5 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 14, 19, 21, 55, 70, 75, 77	E11-ELD Standard & Reading 1.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 62, 67, 74, 79, 86, 91, 98, 103, 110, 115, 122, 127, 134, 139, 146, 151, 158, 163, 170, 175, 182, 187, 194, 199, 206, 211, 218, 223	
<input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.	<input type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words.	<input type="checkbox"/> I5. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>).	<input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<input type="checkbox"/> A7. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sound associations to read words.	<input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	E1-ELD Standard & Reading 1.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 12, 22, 32, 46, 56, 68, 78, 90, 100, 112, 122, 127, 132, 144		
<input checked="" type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.	<input type="checkbox"/> EI5. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants).	<input type="checkbox"/> I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>).	<input type="checkbox"/> EA5. Track auditorally each word in a sentence and each syllable in a		<input checked="" type="checkbox"/> 1.5 Identify and correctly use			
<input type="checkbox"/> B7. Produce simple vocabulary	English-Language Arts Content	<input type="checkbox"/> I7. Segment single syllable words into their components						

*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>.

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2004	
ELD Proficiency Levels:		FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input checked="" type="checkbox"/> (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input checked="" type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). <input type="checkbox"/> B9. Respond orally to stories read aloud, giving one- or two- word	<input type="checkbox"/> Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI6. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> EI7. Identify and produce rhyming words in response to an oral prompt. <input type="checkbox"/> Grade One: Phonemic Awareness <input type="checkbox"/> EI8. Distinguish initial, medial, and final sounds in single-syllable	<input checked="" type="checkbox"/> (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). <input checked="" type="checkbox"/> I8. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input type="checkbox"/> I9. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet.	<input type="checkbox"/> word. <input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words. Grade Two <input checked="" type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>).	<input checked="" type="checkbox"/> A8. Read compound words and contractions. <input type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). <input type="checkbox"/> A10. Read common word families (e.g., -ite, -ate). <input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech. Grade Two <input checked="" type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<input type="checkbox"/> regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <input type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms. <input checked="" type="checkbox"/> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. <input checked="" type="checkbox"/> 1.9 Know the	E14-ELD Standard & Reading 2.5 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 14, 19, 21, 55, 70, 75, 77 E15-ELD Standard & Reading 2.8 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 8, 18, 28, 38, 52, 62, 74, 84, 96, 106, 118, 128, 138, 150 E19-ELD Standard & Reading 3.4 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , p. 138-143 I1-ELD Standard & Reading 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> ,	E19-ELD Standard & Reading 3.4 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , p. 206 I1-ELD Standard & Reading 1.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 62, 67, 74, 79,	

*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>.

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2004	
ELD Proficiency Levels:		FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> responses (e.g., "brown bear") to factual comprehension questions. <input type="checkbox"/> B10. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B12. Identify, using key words or pictures, the basic sequence of events in stories read aloud. Literary	words. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EI9. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input type="checkbox"/> EI10. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI11. Read aloud an increasing number of English words. <input type="checkbox"/> EI12. Demonstrate internalization of English grammar, usage, and word choice by	English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> I13. Understand that printed materials provide information. <input type="checkbox"/> I14. Recognize that sentences in print are made up of separate words. <input type="checkbox"/> I15. Distinguish letters from words. Grade One	<input type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words. <input checked="" type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <input type="checkbox"/> EA11. Read aloud fluently and accurately and with appropriate intonation and expression. <input type="checkbox"/> EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or	<input checked="" type="checkbox"/> A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input checked="" type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). Fluency and	<input checked="" type="checkbox"/> meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i>). <input checked="" type="checkbox"/> 1.10 Identify simple multiple-meaning words. <input type="checkbox"/> 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended</i>	pp. 12, 22, 32, 46, 56, 68, 78, 90, 100, 112, 122, 127, 132, 144 I3-ELD Standard & Reading 1.0 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 12, 22, 32, 46, 56, 68, 78, 90, 100, 112, 122, 127, 132, 144 I8-ELD Standard & Reading 1.0, 1.2, 1.5, 1.8, & 1.9 ELA Standards: <i>SB Reading & Writing Sourcebook</i> , pp. 13, 23, 33, 47, 57, 69, 79, 91, 101,	86, 91, 98, 103, 110, 115, 122, 127, 134, 139, 146, 151, 158, 163, 170, 175, 182, 187, 194, 199, 206, 211, 218, 223 I3-ELD Standard & Reading 1.0 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 62, 67, 74, 79, 86, 91, 98, 103, 110, 115, 122, 127, 134, 139, 146, 151, 158, 163, 170, 175, 182, 187, 194, 199, 206, 211, 218, 223	

*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>.

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2004	
ELD Proficiency Levels:		FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
<input type="checkbox"/> Response and Analysis <input type="checkbox"/> B13. Listen to a story and respond orally in one or two words to factual comprehension questions. <input checked="" type="checkbox"/> B14. Draw pictures related to a work of literature identifying setting and characters.	<p>recognizing and correcting some errors when speaking or reading aloud.</p> <p>Reading Comprehension</p> <input type="checkbox"/> EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	<input type="checkbox"/> I16. Match spoken words to printed words. <input type="checkbox"/> I17. Identify letters, words, and sentences. <p>Fluency and Systematic Vocabulary Development</p> <input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I19. Use decoding skills to read more complex words independently. <p>English-Language</p>	<p>simple text.</p> <p>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</p> <input type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> EA14. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic	<p>Systematic Vocabulary Development</p> <input checked="" type="checkbox"/> A17. Explain common antonyms and synonyms. <p>English-Language Arts Content Standards Grade Two</p> <input checked="" type="checkbox"/> A18. Understand and explain common antonyms and synonyms. <input checked="" type="checkbox"/> A19. Recognize words that have multiple meanings in texts. <p>English-Language Arts Content Standards Grade Two</p> <input checked="" type="checkbox"/> A20. Identify simple	<p><i>Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make</p>	<p>113, 137, 145</p> <p><u>I24-ELD Standard & Reading 1.9 ELA Standard:</u> SB <i>Reading & Writing Sourcebook</i>, pp. 13, 33, 47, 113, 133, 149</p> <p><u>I30-ELD Standard & Reading 3.4 ELA Standard:</u> SB <i>Reading & Writing Sourcebook</i>, pp. 138-143</p> <p><u>EA1-ELD Standard & Reading 1.0, 1.1, 1.2, 1.5, 1.8, & 1.9 ELA Standards:</u> SB <i>Reading & Writing Sourcebook</i>, pp. 12, 13, 22, 23, 32, 33, 46, 47, 56, 57, 68, 69, 78, 79, 90, 91, 100, 101, 112, 113, 127, 132,</p>	<p><u>I24-ELD Standard & Reading 1.9 ELA Standard:</u> TG <i>Reading & Writing Sourcebook</i>, pp. 62, 68, 87, 92, 99, 104, 170, 176, 194, 200, 217</p> <p><u>I30-ELD Standard & Reading 3.4 ELA Standard:</u> TG <i>Reading & Writing Sourcebook</i>, pp. 206</p> <p><u>EA1-ELD Standard & Reading 1.0, 1.1, 1.2, 1.5, 1.8, & 1.9 ELA Standards:</u> TG <i>Reading & Writing Sourcebook</i>, pp. 62, 67, 74, 79, 86, 91, 98, 103, 110, 111, 115, 116, 122, 127, 134, 135, 139, 140, 146, 151, 158, 163, 170, 175, 182,</p>	

*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>.

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2004	
ELD Proficiency Levels:		FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
	<input type="checkbox"/> EI16. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> EI17. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI18. Respond orally to factual comprehension questions about stories by answering in simple sentences. <input checked="" type="checkbox"/> EI19. Recite simple poems. <input type="checkbox"/> EI21. Identify orally the setting and characters by using simple sentences and vocabulary.	<input type="checkbox"/> Arts Content Standards Grade One <input type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). English-Language Arts Content Kindergarten	principle). Grade One: Decoding and Word Recognition <input type="checkbox"/> EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input checked="" type="checkbox"/> EA18. Use	<input type="checkbox"/> multiple-meaning words. <input type="checkbox"/> A21. Apply knowledge of academic and social vocabulary to achieve independent reading. English-Language Arts Content Standards Grade Two <input checked="" type="checkbox"/> A22. Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> A23. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. English-Language Arts Content Standards	<input type="checkbox"/> progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 State the purpose in reading (i.e., tell what information is sought). <input type="checkbox"/> 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	137, 144, 145 EA7-ELD Standard & Reading 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 13, 23, 83, 91, 95, 105, 123, 149 EA8-ELD Standard & Reading 1.2 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 79, 137, 158 EA10-ELD Standard & Reading 1.5 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 17, 23, 51, 57, 83 EA18-ELD Standard	187, 194, 199, 205, 206, 211, 218, 219, 223, 224 EA8-ELD Standard & Reading 1.2 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 135, 140, 205, 219, 224 EA10-ELD Standard & Reading 1.5 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 74, 80, 111, 116, 146, 152 EA18-ELD Standard	

*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>.

Publisher: Great Source Education Group				Program Title: Reading & Writing Sourcebook © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
		<input type="checkbox"/> I22. Describe common objects and events in both general and specific language. <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading. <input checked="" type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). Reading Comprehension <input type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual	<input type="checkbox"/> knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. <input checked="" type="checkbox"/> EA19. Read compound words and contractions. <input type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> EA21. Read common word families (e.g., <i>-ite -ate</i>). <input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech.	<input type="checkbox"/> Kindergarten <input type="checkbox"/> A24. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A25. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> A26. Understand that as letters change, so do the sounds (i.e., the alphabetic principle). Grade One <input type="checkbox"/> A27. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds	<input type="checkbox"/> 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>). <input checked="" type="checkbox"/> 2.5 Restate facts and details in the text to clarify and organize ideas. <input type="checkbox"/> 2.6 Recognize cause-and-effect relationships in a text. <input type="checkbox"/> 2.7 Interpret information from diagrams, charts, and graphs. <input checked="" type="checkbox"/> 2.8 Follow two-step written instructions. <input checked="" type="checkbox"/> 3.0 Literary Response and Analysis Students read and	& Reading 1.5 ELA Standard: <i>SB Reading & Writing Sourcebook, p. 127</i> EA19-ELD Standard & Reading 1.0, 1.8 ELA Standard: <i>SB Reading & Writing Sourcebook, pp. 37, 61, 69, 101, 145</i> EA23-ELD Standard & Reading 1.7 ELA Standard: <i>SB Reading & Writing Sourcebook, p. 117</i> EA24-ELD Standard & Reading 1.9 ELA Standard: <i>SB Reading & Writing Sourcebook, pp. 13, 33, 47, 113, 133, 149</i>	& Reading 1.5 ELA Standard: <i>TG Reading & Writing Sourcebook, p. 193</i> EA19-ELD Standard & Reading 1.0, 1.8 ELA Standard: <i>TG Reading & Writing Sourcebook, pp. 122, 128, 158, 164, 207, 212</i> EA23-ELD Standard & Reading 1.7 ELA Standard: <i>TG Reading & Writing Sourcebook, p. 181</i> EA24-ELD Standard & Reading 1.9 ELA Standard: <i>TG Reading & Writing Sourcebook, pp. 62, 68, 87, 92, 99, 104, 170, 176, 194, 200, 217</i>

*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>.

Publisher: Great Source Education Group				Program Title: Reading & Writing Sourcebook © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 K-2 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
		<p>comprehension questions about the stories.</p> <p><input type="checkbox"/> I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p><input type="checkbox"/> I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related</p>	<p><input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development</p> <p><input checked="" type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p><input checked="" type="checkbox"/> EA24. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p><input checked="" type="checkbox"/> English-Language Arts Content Standards Grade Two</p> <p><input checked="" type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-</i></p>	<p>into recognizable words.</p> <p><input type="checkbox"/> A28. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input checked="" type="checkbox"/> A29. Use knowledge of vowel diagraphs and r-controlled letter-sound associations to read words.</p> <p><input checked="" type="checkbox"/> A30. Read compound words and contractions.</p> <p><input type="checkbox"/> A31. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p><input type="checkbox"/> A32. Read common word families (e.g., <i>-ite, -ate</i>).</p>	<p>respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 3.1 Compare and contrast plots, settings, and characters</p>	<p>EA25-ELD Standard & Reading 1.9 ELA Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 13, 33, 47, 113, 133, 149</p> <p>EA29-ELD Standard & Reading 2.5 ELA Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 92, 124</p> <p>EA34-ELD Standard & Reading 3.0 ELA Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 92, 107-111</p> <p>A1-ELD Standard & Reading 1.0, 1.1, 1.2, 1.5, 1.8, & 1.9 ELA Standard:</p>	<p>EA25-ELD Standard & Reading 1.9 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 62, 68, 87, 92, 99, 104, 170, 176, 194, 200, 217</p> <p>EA29-ELD Standard & Reading 2.5 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 98, 122, 158, 206</p> <p>EA34-ELD Standard & Reading 3.0 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, p. 150</p> <p>A1-ELD Standard & Reading 1.0, 1.1, 1.2, 1.5, 1.8, & 1.9 ELA Standard: TG <i>Reading &</i></p>

*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>.

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2004	
ELD Proficiency Levels:		FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
		activities. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts. <input checked="" type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. Reading Comprehension <input type="checkbox"/> EA27. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. <input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension	<input type="checkbox"/> A33. Read aloud with fluency in a manner that sounds like natural speech. Grade Two <input checked="" type="checkbox"/> A34. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" type="checkbox"/> A35. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> A36. Decode two-syllable nonsense words and regular multisyllable words.	<input type="checkbox"/> presented by different authors. <input type="checkbox"/> 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. <input type="checkbox"/> 3.3 Compare and contrast different versions of the same stories that reflect different cultures. <input checked="" type="checkbox"/> 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	<i>SB Reading & Writing Sourcebook</i> , pp. 12, 13, 22, 23, 32, 33, 46, 47, 56, 57, 68, 69, 78, 79, 90, 91, 100, 101, 112, 113, 127, 132, 137, 144, 145 A7-ELD Standard & Reading 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , p. 127 A8-ELD Standard & reading 1.0 & 1.8 ELA Standards: <i>SB Reading & Writing Sourcebook</i> , pp. 37, 61, 69, 101, 145 A12-ELD Standard & Reading 1.1 ELA	<i>Writing Sourcebook</i> , pp. 62, 67, 74, 79, 86, 91, 98, 103, 110, 111, 115, 116, 122, 127, 134, 135, 139, 140, 146, 151, 158, 163, 170, 175, 182, 187, 194, 199, 205, 206, 211, 218, 219, 223, 224 A7-ELD Standard & Reading 1.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , p. 193 A8-ELD Standard & reading 1.0, & 1.8 ELA Standards: <i>TG Reading & Writing Sourcebook</i> , pp. 122, 128, 158, 164, 207, 212	

*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>.

Publisher: Great Source Education Group				Program Title: Reading & Writing Sourcebook © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
			<input checked="" type="checkbox"/> questions about cause-and-effect relationships. <input checked="" type="checkbox"/> EA29. Write a brief summary (three or four complete sentences) of a story. <input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and	<input type="checkbox"/> A37. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input checked="" type="checkbox"/> A38. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension <input checked="" type="checkbox"/> A39. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.		Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 13, 23, 83, 91, 95, 105, 123, 149 A13-ELD Standard & Reading 1.2 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 135, 140, 205, 219, 224 A16-ELD Standard & Reading 1.5 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 74, 80, 111, 116, 146, 152 A17-ELD Standard & Reading 1.7 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , p. 117 A18-ELD Standard	A13-ELD Standard & Reading 1.2 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 135, 140, 205, 219, 224 A16-ELD Standard & Reading 1.5 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 74, 80, 111, 116, 146, 152 A17-ELD Standard & Reading 1.7 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , p. 181 A18-ELD Standard	

*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>.

Publisher: Great Source Education Group				Program Title: Reading & Writing Sourcebook © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
			<input type="checkbox"/> Analysis EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> EA33. Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input checked="" type="checkbox"/> EA34. Read a story and identify the beginning, middle, and end.	<input type="checkbox"/> A40. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis <input checked="" type="checkbox"/> A41. Read a variety of children's literature and respond to it both orally and in writing. <input type="checkbox"/> A42. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A43. Compare and contrast different authors' use of literary elements.		& Reading 1.7 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , p. 117 A19-ELD Standard & Reading 1.10 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , p. 123 A20-ELD Standard & Reading 1.10 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , p. 123 A22-ELD Standard & Reading 1.8 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 61, 69, 101 A29-ELD Standard	& Reading 1.7 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , p. 181 A19-ELD Standard & Reading 1.10 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 182, 188 A20-ELD Standard & Reading 1.10 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 182, 188 A22-ELD Standard & Reading 1.8 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 122, 128, 158, 164 A29-ELD Standard	

*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>.

Publisher: Great Source Education Group				Program Title: Reading & Writing Sourcebook © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 K-2 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
												& Reading 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook, p. 127</i>	& Reading 1.1 ELA Standard: <i>TG Reading & Writing Sourcebook, p. 193</i>
												A30-ELD Standard & Reading 1.0 & 1.8 ELA Standards: <i>SB Reading & Writing Sourcebook, pp. 37, 61, 69, 101, 145</i>	A30-ELD Standard & Reading 1.0 & 1.8 ELA Standards: <i>TG Reading & Writing Sourcebook, pp. 122, 128, 158, 164, 207, 212</i>
												A34-ELD Standard & Reading 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook, pp. 13, 23, 83, 91, 95, 105, 123, 149</i>	
												A35-ELD Standard & Reading 1.2 ELA Standard: <i>SB Reading & Writing Sourcebook, pp. 79, 137, 158</i>	A35-ELD Standard & Reading 1.2 ELA Standard: <i>TG Reading & Writing Sourcebook, pp. 135, 140, 205, 219, 224</i>

*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>.

Publisher: Great Source Education Group				Program Title: Reading & Writing Sourcebook © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 K-2 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
												A38-ELD Standard & Reading 1.5 ELA Standard: SB Reading & Writing Sourcebook, pp. 17, 23, 51, 57, 83	A38-ELD Standard & Reading 1.5 ELA Standard: TG Reading & Writing Sourcebook, pp. 74, 80, 111, 116, 146, 152
												A39-ELD Standard & Reading 2.5 ELA Standard: SB Reading & Writing Sourcebook, pp. 92, 124	A39-ELD Standard & Reading 2.5 ELA Standard: TG Reading & Writing Sourcebook, pp. 98, 122, 158, 206
												A41-ELD Standard & Reading 3.0 ELA Standard: SB Reading & Writing Sourcebook, pp. 10, 11, 41, 43, 45, 48, 64, 67, 85, 88, 89, 92, 97, 102, 107, 110, 111, 121, 124, 129, 130, 131, 134, 140, 143, 152	A41-ELD Standard & Reading 3.0 ELA Standard: TG Reading & Writing Sourcebook, pp. 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218

*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>.