

Publisher: <b>Great Source Education Group</b>		Program Title: <b>Reading &amp; Writing Sourcebook © 2004</b>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/> Beginning (B)	<input checked="" type="checkbox"/> Early Advanced (EA)		
<input checked="" type="checkbox"/> Early Intermediate (EI)	<input checked="" type="checkbox"/> Advanced (A)		
<input checked="" type="checkbox"/> Intermediate (I)			

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

Grades K-2 ELD Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> B1. Copy the English alphabet legibly.	<input checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.	<input checked="" type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters.	<input checked="" type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events.	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	<input type="checkbox"/> <b>Writing 1.0 Writing Strategies</b> Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i>	<input type="checkbox"/>	<b>B3-ELD Standard &amp; Writing 2.1 ELA Standard:</b> Student Book (SB) <i>Reading &amp; Writing Sourcebook</i> , pp. 10, 11, 41, 43, 45, 67, 85, 88, 89, 97, 107, 109, 110, 111, 120, 121, 126	<b>B3-ELD Standard &amp; Writing 2.1 ELA Standard:</b> Teacher's Guide (TG) <i>Reading &amp; Writing Sourcebook</i> , pp. 63, 87, 99
<input type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	<input type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").	<input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<input checked="" type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.	<input checked="" type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events.	<input type="checkbox"/>	<input type="checkbox"/>	<b>B4-ELD Standard &amp; Writing and Oral English Language Conventions 1.1 ELA Standard &amp; Writing 2.1 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i> , pp. 14, 48, 70, 80, 92, 102, 124	<b>B4-ELD Standard &amp; Writing and Oral English Language Conventions 1.1 ELA Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Reading &amp; Writing Sourcebook</i> , pp. 63, 87, 99, 111, 123
<input checked="" type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher.	<input checked="" type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	<input checked="" type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>E11-ELD Standard &amp; Writing and Oral English Language Conventions 1.1</b>	<b>E11-ELD Standard &amp; Writing and Oral English Language Conventions 1.1</b>
<input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.		<input checked="" type="checkbox"/> I4. Write simple sentences appropriate for language arts and other content areas (e.g., math,	<input checked="" type="checkbox"/> EA4. Write a formal letter.	<input checked="" type="checkbox"/> A4. Proceed through the writing process to write	<input type="checkbox"/>	<input type="checkbox"/>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
		science, social studies).  <input checked="" type="checkbox"/> I5. Write a friendly letter of a few lines.	<input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).	clear and coherent sentences and paragraphs that maintain a consistent focus.	<input type="checkbox"/> <i>Research</i> 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.4 Revise original drafts to improve sequence and provide more descriptive detail.  <input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b> Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the	<b>ELA Standard &amp; Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 14, 48, 70, 80, 92, 102, 124  <b>EI3-ELD Standard &amp; Writing and Oral English Language Conventions 1.1 ELA Standard &amp; Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 14, 48, 70, 80, 92, 102, 124  <b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 92, 134  <b>I4-ELD Standard &amp; Writing and Oral</b>	<b>ELA Standard &amp; Writing 2.1 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 63, 87, 99, 111, 123  <b>EI3-ELD Standard &amp; Writing and Oral English Language Conventions 1.1 ELA Standard &amp; Writing 2.1 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 63, 87, 99, 111, 123  <b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 147, 195  <b>I4-ELD Standard &amp; Writing and Oral</b>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade two outlined in Writing Standard 1.0, students: 2.1 Write brief narratives based on their experience: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.  <input checked="" type="checkbox"/> 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	<b>English Language Conventions 1.1</b> <b>ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 14, 24, 34, 48, 58, 70  <b>I5-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 114, 159  <b>EA1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 92, 134  <b>EA2-ELD Standard &amp; Writing 1.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 80, 92, 124, 134	<b>English Language Conventions 1.1</b> <b>ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 63, 87, 99, 111, 123  <b>I5-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 171, 219  <b>EA1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 147, 195  <b>EA2-ELD Standard &amp; Writing 1.1 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 135, 147, 183, 195

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					<input type="checkbox"/> <b>Writing and Oral English Language Conventions</b> 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.	<b>EA3-ELD Standard &amp; Writing and Oral English Language Conventions 1.1</b> <b>ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook,</i> pp. 14, 24, 34, 48, 58, 70		
					<input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a command of standard English conventions appropriate to this grade level.	<b>EA4-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook,</i> p. 159	<b>EA4-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook,</i> p. 219	
					<input checked="" type="checkbox"/> <b>1.1 Distinguish</b> <i>Sentence Structure</i>	<b>A1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook,</i> pp. 92, 134	<b>A1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook,</i> pp. 147, 195	
					<input checked="" type="checkbox"/> <b>1.1 Distinguish</b> <i>Sentence Structure</i>	<b>A2-ELD Standard &amp; Writing Applications 2.1</b> <b>ELA Standard:</b>	<b>A2-ELD Standard &amp; Writing Applications 2.1</b> <b>ELA Standard:</b>	

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					<input type="checkbox"/> between complete and incomplete sentences. <input type="checkbox"/> 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.  <i>Punctuation</i> <input type="checkbox"/> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. <input type="checkbox"/> 1.5 Use quotation marks correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months	SB <i>Reading &amp; Writing Sourcebook</i> , pp. 92, 134  <b>A4-ELD Standard &amp; Writing 1.1 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i> , pp. 14, 24, 34, 48, 58, 70, 80, 92, 124, 134	TG <i>Reading &amp; Writing Sourcebook</i> , pp. 147, 195  <b>A4-ELD Standard &amp; Writing 1.1 ELA Standard:</b> TG <i>Reading &amp; Writing Sourcebook</i> , pp. 135, 147, 183, 195

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					<input type="checkbox"/> and days of the week, and titles and initials of people. <i>Spelling</i> 1.7 Spell frequently used, irregular words correctly e.g., <i>was, were, says, said, who, what, why</i> . 1.8 Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.			

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