

Publisher: <b>Great Source Education Group</b>		Program Title: <b>Reading &amp; Writing Sourcebook © 2002</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 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> <b>Word Analysis</b> B1. Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games. <input type="checkbox"/> B4. Respond	<input type="checkbox"/> <b>Word Analysis</b> EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). <input checked="" type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). <b>Fluency and Systematic Vocabulary</b>	<input type="checkbox"/> <b>Word Analysis</b> I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode	<input type="checkbox"/> <b>Word Analysis</b> EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA3. Recognize	<input checked="" type="checkbox"/> <b>Word Analysis</b> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this	<input checked="" type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> 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>Word Recognition</i> <input type="checkbox"/> 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i>	<b>B6-ELD Standard &amp; Reading 3.2 ELA Standard:</b> Student Book (SB) <i>Reading &amp; Writing Sourcebook</i> , pp. 115, 122-123, 154-162, 174, 178  <b>B11-ELD Standard &amp; Reading 3.2 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i> , pp. 74-75, 90-92, 115, 162  <b>B12-ELD Standard &amp; Reading 2.0 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i> , pp. 43-45, 64, 84-86, 104-106, 137, 148	<b>B6-ELD Standard &amp; Reading 3.2 ELA Standard:</b> Teacher's Guide (TG) <i>Reading &amp; Writing Sourcebook</i> , pp. 164, 188, 236  <b>B11-ELD Standard &amp; Reading 3.2 ELA Standard:</b> TG <i>Reading &amp; Writing Sourcebook</i> , pp. 192, 228, 242  <b>B12-ELD Standard &amp; Reading 2.0 ELA Standard:</b> TG <i>Reading &amp; Writing Sourcebook</i> , pp. 141, 201	

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<input type="checkbox"/> appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).  <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.  <input checked="" type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.  <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings,	<input type="checkbox"/> <b>Development</b>  EI3. Apply knowledge of content-related vocabulary to discussions and reading.  <input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently.  <input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.  <input type="checkbox"/> EI6. Demonstrate internalization of	<input type="checkbox"/> and interpret the meaning of unfamiliar words in text.  <input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  <input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.  <input type="checkbox"/> I7. Use content-related vocabulary	<input type="checkbox"/> that some words have multiple meanings (e.g., <i>present/gift, present/time</i> ) in literature and texts in content areas.  <input checked="" type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i> ).  <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.  <input type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts	<input type="checkbox"/> knowledge consistently.  <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.  <input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading.  <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.  <input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and	<input type="checkbox"/> 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. <input type="checkbox"/> 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. <input checked="" type="checkbox"/> 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i> ). <input type="checkbox"/> 1.5 Use a thesaurus to determine related words and concepts. <input type="checkbox"/> 1.6 Distinguish and interpret words with multiple meanings.  <input checked="" type="checkbox"/> <b>2.0 Reading Comprehension</b> Students read and understand grade-level-appropriate material.	<b>B13-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 58, 88, 108, 152, 170  <b>EI2-ELD Standard &amp; Reading 1.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 93, 126, 146, 164, 188  <b>EI8-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 23-28, 32, 49-52, 54-56, 69-72, 76, 109-113, 118, 121-125, 130, 153-163, 165, 168	<b>EI2-ELD Standard &amp; Reading 1.0 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 152, 157, 188, 193, 248, 253  <b>EI8-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248	

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<input type="checkbox"/> classroom objects).  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.  <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.  <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom	<input type="checkbox"/> English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  <input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts.  <input checked="" type="checkbox"/> <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> EI8. Read and listen to simple stories and demonstrate understand by using simple sentences to respond to explicit detailed questions	<input checked="" type="checkbox"/> in discussions and reading.  <input checked="" type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i> ).  <input checked="" type="checkbox"/> <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives with his family in the forest").  <input checked="" type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings,	<input type="checkbox"/> in content areas.  <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  <input type="checkbox"/> EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading.  <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.  <input type="checkbox"/> <b>Reading Comprehension</b>	<input type="checkbox"/> expository texts.  <input checked="" type="checkbox"/> <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.  <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.  <input type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. Identify significant	<input type="checkbox"/> 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 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, 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).	<b>E110-ELD Standard &amp; Reading 2.7 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 12, 13, 17, 19, 22, 23, 30, 31, 34, 35, 43, 44, 45, 48, 49, 54, 55, 58, 59, 62, 63, 64, 65, 68, 69, 73, 74, 75, 78, 79, 84, 85, 88, 89, 95, 99, 105, 108, 109, 117, 120, 121, 126, 127, 128, 129, 132, 133, 138, 139, 142, 143, 147, 148, 149, 152, 153, 165, 170, 171, 180, 181  <b>E112-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp; Writing</i>	<b>E112-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>TG Reading &amp; Writing</i>	

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<input type="checkbox"/> comprehension questions. Identify orally different characters and settings in simple literary texts by using words or phrases.  <input type="checkbox"/> B15. Distinguish between fiction and nonfiction by giving one- or two-word oral responses.  <input type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<input checked="" type="checkbox"/> using simple sentences and drawing inferences about the text.  <input checked="" type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.  <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud.	<input type="checkbox"/> activities.  <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	<input type="checkbox"/> (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.  <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.  <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.  <b>Literary Response and Analysis</b>		<input type="checkbox"/> words, and foreshadowing clues. <input type="checkbox"/> 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. <input type="checkbox"/> 2.5 Compare and contrast information on the same topic after reading several passages or articles. <input type="checkbox"/> 2.6 Distinguish between cause and effect and between fact and opinion in expository text. <input checked="" type="checkbox"/> 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).  <input checked="" type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to a wide variety of significant	23-28, 32, 49-52, 54-56, 69-72, 76, 109-113, 118, 121-125, 130, 153-163, 165, 168  <b>110-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 58, 88, 108, 152, 170  <b>111-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 43-45, 64, 84-86, 104-106, 137, 148  <b>113-ELD Standard &amp; Reading 2.7 Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 12,	80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248  <b>111-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 141, 201

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			<input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification).  <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. Read a literary selection and orally identify metaphors and similes.  <input type="checkbox"/> EA19. Identify the motives of characters in a work of fiction.  <input type="checkbox"/> EA20. Recognize and describe themes stated directly in a text.  <input type="checkbox"/> EA21. Read a		<input type="checkbox"/> 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.  <input type="checkbox"/> 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i>  <input type="checkbox"/> 3.2 Identify the main	13, 17, 19, 22, 23, 30, 31, 34, 35, 43, 44, 45, 48, 49, 54, 55, 58, 59, 62, 63, 64, 65, 68, 69, 73, 74, 75, 78, 79, 84, 85, 88, 89, 95, 99, 105, 108, 109, 117, 120, 121, 126, 127, 128, 129, 132, 133, 138, 139, 142, 143, 147, 148, 149, 152, 153, 165, 170  <b>EA4-ELD Standard &amp; Reading 1.4 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 29, 62, 83, 146, 164  <b>EA10-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp;</i>	<b>EA4-ELD Standard &amp; Reading 1.4 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 85, 116, 121, 140, 145, 176, 181, 212, 217, 224, 229  <b>EA10-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>TG Reading &amp;</i>

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			<input type="checkbox"/> literary selection and orally identify the speaker or narrator by using simple sentences.  <input checked="" type="checkbox"/> EA22. Read a literary selection and orally identify the main conflict in the plot and its resolution.  <input type="checkbox"/> EA23. Recognize the difference between the first-person and third-person points of view in a literary text.		<input checked="" type="checkbox"/> events of the plot, their causes, and the influence of each event on future actions. 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.  <input type="checkbox"/> 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.  <input type="checkbox"/>	<i>Writing Sourcebook</i> , pp. 43-45, 64, 84-86, 104-106, 137, 148  <b>EA22-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 154-162  <b>A1-ELD Standard &amp; Reading 1.4 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 29, 62, 83, 146, 164  <b>A8-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp;</i>	<i>Writing Sourcebook</i> , pp. 141, 201  <b>EA22-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 164, 188, 236  <b>A1-ELD Standard &amp; Reading 1.4 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 85, 116, 121, 140, 145, 176, 181, 212, 217, 224, 229	

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