

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2002	
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 3-5 ELD Writing and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Writing 1.0 Writing Strategies Students write clear, 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> 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format	B4-ELD Standard & Writing 2.1 ELA Standard: Student Book (SB) <i>Reading & Writing Sourcebook</i> , pp. 74-76, 115-118, 165-168 B5-ELD Standard & Writing 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 74-76, 115-118, 165-168 EI1-ELD Standard & Writing 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 74-76, 115-118, 165-168 EI3-ELD Standard & Writing 1.1 ELA Standard:	B4-ELD Standard & Writing 2.1 ELA Standard: Teacher's Guide (TG) <i>Reading & Writing Sourcebook</i> , pp. 129, 177, 225 B5-ELD Standard & Writing 2.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 129, 177, 225 EI1-ELD Standard & Writing 2.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 129, 177, 225 EI3-ELD Standard & Writing 1.1 ELA Standard:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
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	<p>language arts and other content areas (e.g., math, science, history-social science).</p> <p><input checked="" type="checkbox"/> EI5. Follow a model to write a friendly letter.</p> <p><input type="checkbox"/> EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>standard English grammatical forms. (Some rules may not be followed.)</p> <p><input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</p> <p><input checked="" type="checkbox"/> I6. Write a letter independently by using detailed sentences.</p>	<p><input checked="" type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence.</p> <p><input type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.</p>	<p>compositions by using standard grammatical forms.</p> <p><input type="checkbox"/> A5. Independently use all the steps of the writing process.</p>	<p><input type="checkbox"/> requirements. 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.</p> <p><input type="checkbox"/> 1.3 Use traditional structures for conveying information (e.g., chronological order,</p>	<p>Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 44-46, 63-66, 74-76, 84-86, 104-106, 115-118, 147-150, 165-168</p> <p>EI5-ELD Standard & Writing 1.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 17-20, 94-96</p> <p>I1-ELD-Standard & Writing 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 74-76, 115-118, 165-168</p> <p>I3-ELD Standard & Writing 1.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i>,</p>	<p>Writing 1.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 93, 117, 129, 141, 165, 177, 189, 213, 225</p> <p>EI5-ELD Standard & Writing 1.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 69, 153</p> <p>I1-ELD-Standard & Writing 2.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 129, 177, 225</p> <p>I3-ELD Standard & Writing 1.1 ELA Standard: TG <i>Reading &</i></p>

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

Grades 3-5 ELD Writing and Applications						ELA Standards	
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					<input type="checkbox"/> cause and effect, similarity and difference, and posing and answering a question). <i>Penmanship</i> <input type="checkbox"/> 1.4 Write fluidly and legibly in cursive or joined italic. <i>Research and Technology</i> <input type="checkbox"/> 1.5 Quote or paraphrase information sources, citing them appropriately. <input type="checkbox"/> 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). <input type="checkbox"/> 1.7 Use various reference materials (e.g., dictionary, thesaurus, card	pp. 44-46, 63-66, 74-76, 84-86, 104-106, 115-118, 137-140, 147-150, 165-168, 189-191 I4-ELD Standard & Writing 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 44-46, 63-66, 74-76, 84-86, 104-106, 115-118, 147-150, 165-168 I6-ELD Standard & Writing 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 17-20, 94-96 EA3-ELD Standard & Writing 2.2 ELA Standard: <i>SB Reading & Writing Sourcebook</i> ,	<i>Writing Sourcebook</i> , pp. 93, 105, 117, 129, 141, 165, 177, 189, 201, 213, 225 I4-ELD Standard & Writing 1.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 93, 117, 129, 141, 165, 177, 189, 213, 225 I6-ELD Standard & Writing 1.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 69, 153 EA3-ELD Standard & Writing 2.2 ELA Standard: <i>TG Reading &</i>

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
						<input type="checkbox"/>	catalog, encyclopedia, online information) as an aid to writing. 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.			pp. 17-20, 43-46 EA5-ELD Standard & Writing 1.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 147-150 A1-ELD Standard & Writing 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 74-76, 115-118, 165-168 A2-ELD Standard & Writing 1.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 147-150 A3-ELD Standard & Writing 2.1 ELA Standard: SB <i>Reading &</i>	Writing <i>Sourcebook</i> , pp. 69, 93 EA5-ELD Standard & Writing 1.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , p. 213 A1-ELD Standard & Writing 2.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 129, 177, 225 A2-ELD Standard & Writing 1.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , p. 213 A3-ELD Standard & Writing 2.1 ELA Standard:		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4		Primary Citation	Supporting Citation
						<input type="checkbox"/>	2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade four outlined in Writing Standard 1.0, students:				<i>Writing Sourcebook</i> , pp. 74-76, 115-118, 165-168	Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 129, 177, 225	
						<input checked="" type="checkbox"/>	2.1 Write narratives: a. Relate ideas, observations, or						

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										<ul style="list-style-type: none"> recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. <input checked="" type="checkbox"/> 2.2 Write responses to literature: <ul style="list-style-type: none"> a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. <input type="checkbox"/> 2.3 Write information reports: <ul style="list-style-type: none"> a. Frame a central question about an 			

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					<input type="checkbox"/> issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details. Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because			

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										<input type="checkbox"/> these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Use simple and compound sentences in writing and speaking. <input type="checkbox"/> 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional			

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						<input type="checkbox"/>	phrases. <i>Grammar</i> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.						
						<input type="checkbox"/>	<i>Punctuation</i> 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.						
						<input type="checkbox"/>	1.5 Use underlining, quotation marks, or italics to identify titles of documents.						
						<input type="checkbox"/>	<i>Capitalization</i> 1.6 Capitalize names of magazines, newspapers, works						

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										<input type="checkbox"/> of art, musical composition, organizations, and the first word in quotations when appropriate. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.			

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