

Publisher: Great Source Education Group		Program Title: Reading & Writing Sourcebook © 2001	
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 Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input type="checkbox"/> Word Analysis 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. Fluency and Systematic Vocabulary Development <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"/> Word Analysis 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). Fluency and Systematic Vocabulary	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <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"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <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"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <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"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <input type="checkbox"/> 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.2 Use word origins to	B6-ELD Standard & Reading 3.2 ELA Standard: <i>Student Book (SB) Reading & Writing Sourcebook</i> , pp. 17, 18, 45, 75, 77, 78, 92-93, 122-124, 139, 147-148, 150, 158-160, 184, 186, 188, 190, 192-194 B11-ELD Standard & Reading 3.2 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 14, 45, 92-93, 108, 162, 190, 191 B12-ELD Standard & Reading 2.3 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 68-69, 104, 127, 128,	B6-ELD Standard & Reading 3.2 ELA Standard: <i>Teacher's Guide (TG) Reading & Writing Sourcebook</i> , pp. 68, 128, 132, 176, 180, 200 B11-ELD Standard & Reading 3.2 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 204, 212, 213, 236, 237 B12-ELD Standard & Reading 2.3 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 117, 249

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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,	<p style="text-align: center;">Development</p> <input type="checkbox"/> 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 English grammar,	<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 in discussions and reading.	<input type="checkbox"/> that some words have multiple meanings (e.g., <i>present/gift</i> , <i>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</i> , <i>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"/> determine the meaning of unknown words. <input type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. <input checked="" type="checkbox"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>). <input type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text	204-206 B13-ELD Standard & Reading 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 72, 96, 156 EI2-ELD Standard & Reading 1.0 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 32, 44, 56, 126 EI8-ELD Standard & Reading 3.0 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 15-18, 20, 21, 25-31, 36, 73-78, 82, 109-112, 157-160, 162-166 EI10-ELD Standard & Reading 2.0 ELA	EI2-ELD Standard & Reading 1.0 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 85, 97, 109, 115, 169, 229 EI8-ELD Standard & Reading 3.0 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input type="checkbox"/> classroom objects). Reading Comprehension <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	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. Reading Comprehension <input checked="" type="checkbox"/> EI8. Read and listen to simple stories and demonstrate under-stand by using simple sentences to respond to explicit detailed questions (e.g., "The bear is	<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>). Reading Comprehension <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, diagrams, charts, glossaries, and	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. Reading Comprehension	expository texts. Reading Comprehension <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	by using their knowledge of text structure, organization, and purpose. 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, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence,	Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 14, 24, 38, 50, 62, 72, 84, 96, 108, 120, 132, 144, 156, 168, 182, 196 EI12-ELD Standard & Reading 2.3 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 68-69, 104, 127, 128, 204-206 EI13-ELD Standard & Reading 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 72, 96, 156 I8-ELD Standard & Reading 1.4 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 67, 90, 103, 113, 126,	EI12-ELD Standard & Reading 2.3 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 117, 249 I8-ELD Standard & Reading 1.4 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp.

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<input checked="" type="checkbox"/> activities. <input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input checked="" type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input checked="" type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. Literary Response and Analysis <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual	<input type="checkbox"/> brown"). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences. <input checked="" type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads. <input checked="" type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple	<input checked="" type="checkbox"/> indexes in written texts. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. <input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences. <input checked="" type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/>	<input checked="" type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience. <input type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions. <input type="checkbox"/> EA14. Use the text (such as the ideas presented,	<input type="checkbox"/> structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input type="checkbox"/> A11. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/> diagrams, illustrations, charts, maps) make information accessible and usable. <input type="checkbox"/> 2.2 Analyze text that is organized in sequential or chronological order. <input checked="" type="checkbox"/> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. <input type="checkbox"/> 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text. <input checked="" type="checkbox"/> 3.0 Literary Response and Analysis Students read and	138, 189, 202 <u>I9-ELD Standard & Reading 3.0 ELA Standard:</u> SB <i>Reading & Writing Sourcebook</i> , pp. 15-18, 20, 21, 25-31, 36, 73-78, 82, 109-112, 157-160, 162-166 <u>I10-ELD Standard & Reading 2.1 ELA Standard:</u> SB <i>Reading & Writing Sourcebook</i> , pp. 72, 96, 156 <u>I11-ELD Standard & Reading 2.3 ELA Standard:</u> SB <i>Reading & Writing Sourcebook</i> , pp. 68-69, 104, 127, 128, 204-206 <u>I13-ELD Standard & Reading 2.0 ELA</u>	121, 157, 181, 193, 241, 253 <u>I9-ELD Standard & Reading 3.0 ELA Standard:</u> TG <i>Reading & Writing Sourcebook</i> , pp. 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 236, 248 <u>I11-ELD Standard & Reading 2.3 ELA Standard:</u> TG <i>Reading & Writing Sourcebook</i> , pp. 117, 249	

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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"/> 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.	I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	<input type="checkbox"/> 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. Literary Response and Analysis <input type="checkbox"/> EA17. Identify and describe figurative language (e.g.,		<input type="checkbox"/> respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. 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"/> <i>Structural Features of Literature</i> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i>	Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 14, 24, 38, 50, 62, 72, 84, 96, 108, 120, 132, 144, 156, 168, 182, 196 EA4-ELD Standard & Reading 1.4 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 67, 90, 103, 113, 126, 138, 189, 202 EA10-ELD Standard & Reading 2.3 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 68-69, 104, 127, 128, 204-206 EA22-ELD Standard & Reading 3.2 ELA Standard: SB	EA4-ELD Standard & Reading 1.4 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 121, 157, 181, 193, 241, 253 EA10-ELD Standard & Reading 2.3 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 117, 249 EA22-ELD Standard & Reading 3.2 ELA Standard: SB

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			<input type="checkbox"/> 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 literary selection and orally identify the speaker or		<input checked="" type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. <input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. <input type="checkbox"/> 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Evaluate the meaning of archetypal patterns	<i>Reading & Writing Sourcebook</i> , pp. 139, 158-160, 162, 186, 188 A1-ELD Standard & Reading 1.4 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 67, 90, 103, 113, 126, 138, 189, 202 A8-ELD Standard & Reading 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 72, 96, 156 A9-ELD Standard & Reading 2.3 ELA Standard: SB <i>Reading & Writing Sourcebook</i> , pp. 68-69, 104, 127, 128, 204-206	Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 204, 212, 213, 236, 237 A1-ELD Standard & Reading 1.4 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 121, 157, 181, 193, 241, 253 A9-ELD Standard & Reading 2.3 ELA Standard: TG <i>Reading & Writing Sourcebook</i> , pp. 117, 249	

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			<input checked="" type="checkbox"/> narrator by using simple sentences. 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 type="checkbox"/> and symbols that are found in myth and tradition by using literature from different eras and cultures. 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.			

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