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

| Grades 3-5 ELD Writing Strategies and Applications | | | | | ELA Standards | | |
|--|---|--|---|--|--|--|---|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 5 | Primary Citation | Supporting Citation |
| <input type="checkbox"/> B1. Write the English alphabet legibly. | <input checked="" type="checkbox"/> EI1. Write short narrative stories that include elements of setting and characters. | <input checked="" type="checkbox"/> I1. Narrate with some detail a sequence of events. | <input checked="" type="checkbox"/> EA1. Write a detailed summary of a story. | <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"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input checked="" type="checkbox"/> 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the | B4-ELD Standard & Writing 2.1 ELA Standard: Student Book (SB) <i>Reading & Writing Sourcebook</i> , pp. 45-50, 139-142 B5-ELD Standard & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 45-50, 139-142 EI1-ELD Standard & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 45-50, 139-142 EI3-ELD Standard | B4-ELD Standard & Writing 2.1 ELA Standard: Teacher's Guide (TG) <i>Reading & Writing Sourcebook</i> , pp. 93, 189, 213 B5-ELD Standard & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 93, 189, 213 EI1-ELD Standard & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 93, 189, 213 EI3-ELD Standard |
| <input type="checkbox"/> B2. Label key parts of common objects. | <input type="checkbox"/> EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. | <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. | <input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns. | <input type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms. | | | |
| <input type="checkbox"/> B3. Create simple sentences or phrases with some assistance. | <input checked="" type="checkbox"/> EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. | <input checked="" type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). | <input checked="" type="checkbox"/> EA3. Independently write simple responses to literature. | <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events. | | | |
| <input checked="" type="checkbox"/> B4. Use models to write short narratives. | <input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and | <input type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. | <input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). | <input checked="" type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by | | | |
| <input checked="" type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms. | | | <input checked="" type="checkbox"/> EA5. Independently write a persuasive | | | | |

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| | <p>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>(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>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>using standard grammatical forms.</p> <p><input type="checkbox"/> A5. Independently use all the steps of the writing process.</p> | <p><input type="checkbox"/> setting. c. Present an ending. 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. <i>Research and Technology</i> <input type="checkbox"/> 1.3 Use organizational features of printed text (e.g., citations,</p> | <p>& Writing 2.1 & 2.2 ELA Standards: <i>SB Reading & Writing Sourcebook</i>, pp. 45-48, 68-70, 80-82, 127-130, 139-142, 152-154, 177-180</p> <p>EI5-ELD Standard & Writing 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i>, pp. 33-36, 114-117</p> <p>I1-ELD Standard & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i>, pp. 45-50, 139-142</p> | <p>& Writing 2.1 & 2.2 ELA Standards: <i>TG Reading & Writing Sourcebook</i>, pp. 93, 117, 129, 177, 189, 201, 225</p> <p>EI5-ELD Standard & Writing 1.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i>, pp. 81, 165</p> <p>I1-ELD Standard & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i>, pp. 93, 189, 213</p> |

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| Beginning | | Early Intermediate | | Intermediate | | Early Advanced | | Advanced | | Grade 5 | | Primary Citation | Supporting Citation |
| | | | | | | | | | | <input type="checkbox"/> end notes, bibliographic references) to locate relevant information. <input type="checkbox"/> 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks). <input type="checkbox"/> 1.5 Use a thesaurus to identify alternative word choices and meanings. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, | <u>I3-ELD Standard & Writing 2.0 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 45-48, 57-60, 68-70, 80-82, 127-130, 139-142, 152-154, 177-180 <u>I6-ELD Standard & Writing 1.1 ELA Standard:</u> <i>SB</i> pp. 33-36, 114-117 <u>EA1-ELD Standard & Writing 2.2 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 190-193 <u>EA3-ELD</u> | <u>I3-ELD Standard & Writing 2.0 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 93, 105, 117, 129, 141, 153, 177, 189, 201, 225 <u>I6-ELD Standard & Writing 1.1 ELA Standard:</u> <i>TG</i> pp. 81, 165 <u>EA1-ELD Standard & Writing 2.2 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 237, 249 <u>EA3-ELD</u> | |

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| | | | | | | | | | | <input checked="" type="checkbox"/> 2.0 Writing Applications (genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing | Standard & Writing 2.2 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 162-165, 190-193 EA5-ELD Standard & Writing 1.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 33-36 A1-ELD Standard & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 45-50, 139-142, 162-165 A3-ELD Standard | Standard & Writing 2.2 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 213, 237, 249 A1-ELD Standard & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 93, 189, 213 A3-ELD Standard | |

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| | | | | | | | | | | <input checked="" type="checkbox"/> strategies of grade five outlined in Writing Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. <input checked="" type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. <input type="checkbox"/> 2.3 Write research | & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 45-50, 139-142, 162-165 A4-ELD Standard & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 162-165 | & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 93, 189, 213 A4-ELD Standard & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , p. 213 | |

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| | | | | | | | | | | <input type="checkbox"/> reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. | | | |

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| | | | | | | | | | | d. Address reader concerns. 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 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 | | |

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| | | | | | <input type="checkbox"/> command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use a colon to separate hours and minutes and to | | | |

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| | | | | | | | | | | <input type="checkbox"/> introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. | | | |

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