

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 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input checked="" type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.	<input type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input checked="" type="checkbox"/> EI3. Create a draft of a paragraph by following an outline. <input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support. <input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts. <input checked="" type="checkbox"/> I4. Write responses	<input checked="" type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. <input checked="" type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input checked="" type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> EA4. Use appropriate	<input checked="" type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <input type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. <input type="checkbox"/> A3. Use appropriate language variations and genres in writing for language arts and other	Writing <input type="checkbox"/> 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits 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 type="checkbox"/> 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best	B3-ELD Standard & Writing 2.1 ELA Standard: <i>Student Book (SB) Reading & Writing Sourcebook</i> , pp. 80-82, 109-110, 167-168, 210-212 B4-ELD Standard & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 80-82, 109-110, 167-168, 210-212 B5-ELD Standard & Writing 1.3 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 89-91, 98-99 EI3-ELD Standard	B3-ELD Standard & Writing 2.1 ELA Standard: <i>Teacher's Guide (TG) Reading & Writing Sourcebook</i> , pp. 127, 155, 209, 245 B4-ELD Standard & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 127, 155, 209, 245 B5-ELD Standard & Writing 1.3 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 137, 145

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<input checked="" type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input checked="" type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. <input checked="" type="checkbox"/> EI7. Proceed through the writing process to write short paragraphs that contain supporting details	<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). <input type="checkbox"/> I6. Write documents related to career development (e.g., business letter, job application). <input checked="" type="checkbox"/> I7. Use complex sentences in writing brief fictional	<input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input checked="" type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument. <input checked="" type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies.	<input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum). <input checked="" type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input checked="" type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to	<input type="checkbox"/> suits the intended purpose. <input type="checkbox"/> 1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <input checked="" type="checkbox"/> 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by	<u>& Writing 1.3 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 19-20, 27-29, 36-38, 89-91, 98-99, 109-110 <u>EI5-ELD Standard & Writing 2.2 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 36-38, 149-150 <u>EI7-ELD Standard & Writing 1.3 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 19-20, 27-29, 36-38, 89-91, 98-99, 109-110	<u>EI3-ELD Standard & Writing 1.3 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 73, 137, 145 <u>EI5-ELD Standard & Writing 2.2 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 83, 191 <u>EI7-ELD Standard & Writing 1.3 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 65, 73, 83, 137, 145, 155, 181, 191, 209, 217, 235, 253, 263

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
	<input type="checkbox"/> about a given topic. There may be some inconsistent use of standard grammatical forms. <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).	<input type="checkbox"/> biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> I8. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.) <input type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	<input type="checkbox"/> support it. <input type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input checked="" type="checkbox"/> A8. Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).	<input type="checkbox"/> categories; and arrangement by spatial order, order of importance, or climatic order. <i>Research and Technology</i> <input type="checkbox"/> 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. <input type="checkbox"/> 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.6 Revise writing to	<u>I1-ELD Standard & Writing 2.1 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 80-82, 109-110, 167-168, 210-212 <u>I2-ELD Standard & Writing 2.2 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 36-38, 149-150 <u>I4-ELD Standard & Writing 2.4 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 118-120 <u>I7-ELD Standard & Writing 2.1 ELA Standard:</u>	<u>I1-ELD Standard & Writing 2.1 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 127, 155, 209, 245 <u>I2-ELD Standard & Writing 2.2 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 83, 191 <u>I4-ELD Standard & Writing 2.4 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 163 <u>I7-ELD Standard & Writing 2.1 ELA Standard:</u>	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
								<input type="checkbox"/>	A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.	<input type="checkbox"/>	<p>improve the organization and consistency of ideas within and between paragraphs.</p> <p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>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.</p>	<p>Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 138-140, 177-179</p> <p>EA1-ELD Standard & Writing 2.1 ELA Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 80-82, 109-110, 167-168, 210-212</p> <p>EA2-ELD Standard & Writing 2.5 ELA Standard: SB <i>Reading & Writing Sourcebook</i>, pp. 187-188, 229-230</p> <p>EA3-ELD Standard &</p>	<p>Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 127, 155, 181, 209, 217, 245, 253</p> <p>EA1-ELD Standard & Writing 2.1 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 127, 155, 181, 209, 217, 245, 253</p> <p>EA2-ELD Standard & Writing 2.5 ELA Standard: TG <i>Reading & Writing Sourcebook</i>, pp. 163, 173, 227, 263</p> <p>EA3-ELD Standard &</p>

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										<input checked="" type="checkbox"/> Using the writing strategies of grade six outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense). <input checked="" type="checkbox"/> 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or	Writing 2.4 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 118-119 EA6-ELD Standard & Writing 2.2, 2.5 ELA Standards: <i>SB Reading & Writing Sourcebook</i> , pp. 36-38, 149-150, 187-188 EA7-ELD Standard & Writing 2.1 ELA Standard: <i>SB Reading & Writing Sourcebook</i> , pp. 109-110, 138-140, 178-179 A1-ELD Standard	Writing 2.4 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 91, 101, 127, 199 EA6-ELD Standard & Writing 2.2, 2.5 ELA Standards: <i>TG Reading & Writing Sourcebook</i> , pp. 83, 163, 173, 191, 227, 263 EA7-ELD Standard & Writing 2.1 ELA Standard: <i>TG Reading & Writing Sourcebook</i> , pp. 155, 181, 217, 245, 253 A1-ELD Standard	

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										purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. <input type="checkbox"/> 2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers,	<u>& Writing 2.2, 2.5 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 36-38, 149-150, 187-188 <u>A5-ELD Standard & Writing 2.4 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 118-119 <u>A6-ELD Standard & Writing 2.5 ELA Standard:</u> <i>SB Reading & Writing Sourcebook</i> , pp. 187-188, 229-230 <u>A8-ELD Standard & Writing 2.1 ELA Standard:</u> <i>SB Reading &</i>	<u>& Writing 2.2, 2.5 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 83, 163, 173, 191, 227, 263 <u>A5-ELD Standard & Writing 2.4 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 91, 101, 127, 199 <u>A6-ELD Standard & Writing 2.5 ELA Standard:</u> <i>TG Reading & Writing Sourcebook</i> , pp. 163, 173, 227, 263 <u>A8-ELD Standard & Writing 2.1 ELA Standard:</u> <i>TG Reading &</i>

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										<input checked="" type="checkbox"/> periodicals, online information searches). c. Include a bibliography. <input checked="" type="checkbox"/> 2.4 Write responses to literature. a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence. <input checked="" type="checkbox"/> 2.5 Write persuasive compositions: a. State a clear position on a proposition or	<i>Writing Sourcebook</i> , pp. 80-82, 109-110, 138-140, 167-168, 178-179, 210-212	<i>Writing Sourcebook</i> , pp. 127, 155, 181, 209, 217, 245, 253

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										proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments. 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			

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										<p style="text-align: center;">Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <input type="checkbox"/> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <p><i>Grammar</i></p> <input type="checkbox"/> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that			

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										<input type="checkbox"/> verbs agree with compound subjects. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).		

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