

Publisher: <b>Great Source Education Group</b>				Program Title: <b>Reading &amp; Writing Sourcebook © 2001</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 6-8 ELD Reading Standards						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Word Analysis</b> B1. Recognize and correctly pronounce most English phonemes while reading aloud.  <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences.  <b>Fluency and Systematic Vocabulary Development</b>  <input checked="" type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	<input type="checkbox"/> <b>Word Analysis</b> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.  <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading.  <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación, university, universidad</i> ) in phrases, simple sentences, literature, and content area texts.  <b>Fluency and Systematic</b>	<input type="checkbox"/> <b>Word Analysis</b> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.  <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i> ) and false cognates (e.g., <i>éxito, exit</i> ) in literature and texts in content areas.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> I3. Use a standard dictionary to determine	<input type="checkbox"/> <b>Word Analysis</b> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.  <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and	<input 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.  <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this	<input type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  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. <i>Vocabulary and Concept Development</i> 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry. <input type="checkbox"/> 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes	<b>B3-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>Student Book (SB) Reading &amp; Writing Sourcebook</i> , pp. 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-148, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235  <b>B6-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 14-15, 17, 37, 55, 66, 115, 189	<b>B3-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>Teacher's Guide (TG) Reading &amp; Writing Sourcebook</i> , pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270  <b>B6-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 108, 208, 211

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: <b>Great Source Education Group</b>				Program Title: <b>Reading &amp; Writing Sourcebook © 2001</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 6-8 ELD Reading Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 7		Primary Citation	Supporting Citation
<input type="checkbox"/>	B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	<input type="checkbox"/>	<b>Vocabulary Development</b> EI4. Use knowledge of literature and content areas to understand unknown words.	<input type="checkbox"/>	I4. Use knowledge of English morphemes, phonics, and syntax to decode text.	<input type="checkbox"/>	EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	<input checked="" type="checkbox"/>	A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/>	to understand content-area vocabulary. 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	<b>B18-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 17, 62-63, 66, 88-89, 90, 115, 189  <b>B20-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , p. 8  <b>E15-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100,	<b>B18-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 152, 226
<input type="checkbox"/>	B5. Create a simple dictionary of words frequently used by the student.	<input checked="" type="checkbox"/>	EI5. Read simple paragraphs and passages independently.	<input type="checkbox"/>	I5. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas.	<input type="checkbox"/>	EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	<input type="checkbox"/>	A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	<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 by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through</i>		
<input checked="" type="checkbox"/>	B6. Retell stories by using phrases and sentences.	<input type="checkbox"/>	EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<input type="checkbox"/>	I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input type="checkbox"/>	EA6. Use decoding skills and knowledge of academic and social vocabulary	<input type="checkbox"/>	A6. Use a standard dictionary to determine the meaning of unknown words.				
<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, classroom objects).	<input type="checkbox"/>	EI7. Read aloud with appropriate	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>					

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: <b>Great Source Education Group</b>				Program Title: <b>Reading &amp; Writing Sourcebook © 2001</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 6-8 ELD Reading Standards						ELA Standards										
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 7		Primary Citation	Supporting Citation			
<input type="checkbox"/>	<b>Reading Comprehension</b>  B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.	<input type="checkbox"/>	<p> pacing, intonation, and expression one's own writing of narrative and expository texts.</p> <p>EI8. Use a standard dictionary to find the meaning of known vocabulary.</p>	<input type="checkbox"/>	<p>17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.</p> <p>18. Recognize that some words have multiple meanings.</p>	<input type="checkbox"/>	<p>EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.</p> <p>EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</p>	<input checked="" type="checkbox"/>	<b>Reading Comprehension</b>  A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.	<input type="checkbox"/>	A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).	<input type="checkbox"/>	A9. Identify and analyze the differences	<p><i>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 seven, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks,</p>	<p>105-107, 111-118, 123-128, 132-138, 143-148, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235</p> <p><b><u>I14-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>	<p><b><u>I14-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>
<input type="checkbox"/>	B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities.	<input type="checkbox"/>	<b>Reading Comprehension</b>  EI9. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.	<input type="checkbox"/>	<b>Reading Comprehension</b>  I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.	<input type="checkbox"/>	EA9. Identify and explain the main ideas and critical details of informational	<input type="checkbox"/>	A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).	<input type="checkbox"/>	A9. Identify and analyze the differences	<p>Grade 7</p> <p><i>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 seven, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks,</p>	<p>105-107, 111-118, 123-128, 132-138, 143-148, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235</p> <p><b><u>I14-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>	<p><b><u>I16-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>		
<input type="checkbox"/>	B10. Recognize categories of common informational materials (e.g., newspaper, brochure).	<input type="checkbox"/>	EI10. Identify and follow some multiple-step	<input type="checkbox"/>	I10. Read text and use detailed sentences to explain orally the main ideas and	<input checked="" type="checkbox"/>	EA9. Identify and explain the main ideas and critical details of informational	<input type="checkbox"/>	A9. Identify and analyze the differences	<input type="checkbox"/>	A9. Identify and analyze the differences	<p>Grade 7</p> <p><i>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 seven, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks,</p>	<p>105-107, 111-118, 123-128, 132-138, 143-148, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235</p> <p><b><u>I16-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>	<p><b><u>I16-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>		
<input type="checkbox"/>	B11. Orally identify, using key words or	<input type="checkbox"/>	EI10. Identify and follow some multiple-step	<input type="checkbox"/>	I10. Read text and use detailed sentences to explain orally the main ideas and	<input checked="" type="checkbox"/>	EA9. Identify and explain the main ideas and critical details of informational	<input type="checkbox"/>	A9. Identify and analyze the differences	<input type="checkbox"/>	A9. Identify and analyze the differences	<p>Grade 7</p> <p><i>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 seven, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks,</p>	<p>105-107, 111-118, 123-128, 132-138, 143-148, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235</p> <p><b><u>I16-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>	<p><b><u>I16-ELD Standard &amp; Reading 3.0 ELA Standard:</u></b> TG <i>Reading &amp; Writing Sourcebook</i>, pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270</p>		

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: <b>Great Source Education Group</b>				Program Title: <b>Reading &amp; Writing Sourcebook © 2001</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 6-8 ELD Reading Standards						ELA Standards					
Beginning		Early Intermediate		Intermediate		Grade 7		Primary Citation	Supporting Citation		
<input type="checkbox"/>	phrases, the main ideas and some details of familiar texts.	<input type="checkbox"/>	directions for using simple mechanical devices and filling out basic forms.	<input type="checkbox"/>	details of informational text, literary text, and text in content areas.	<input type="checkbox"/>	materials, literary texts, and texts in content areas.	<input type="checkbox"/>	newspapers, instructional manuals, signs).	<b>ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 13-17, 22-28, 51-55, 60-66, 71-72, 76-79, 85-89, 105-107, 111-118, 123-128, 132-138, 143-148, 163-167, 171-176, 181-188, 194-199, 205-207, 221-226, 231-235  <b>EA6-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-148, 152-156,	<i>Writing Sourcebook</i> , pp. 64, 72, 82, 90, 100, 108, 118, 126, 136, 154, 162, 172, 180, 190, 198, 208, 216, 226, 234, 244, 252, 262, 270
<input type="checkbox"/>	B12. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.	<input type="checkbox"/>	I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.	<input type="checkbox"/>	EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).	<input checked="" type="checkbox"/>	between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).		
<input type="checkbox"/>	B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.	<input type="checkbox"/>	EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.	<input type="checkbox"/>	I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.	<input type="checkbox"/>	EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).	<input type="checkbox"/>	<b>Literary Response and Analysis</b>  A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.  A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery,		
<input type="checkbox"/>	B14. Orally identify examples of fact and opinion and cause and effect in simple texts.	<input type="checkbox"/>	EI13. Read and orally identify examples of fact and opinion and	<input type="checkbox"/>	I13. Understand and orally identify the features and elements of	<input type="checkbox"/>		<input type="checkbox"/>	newspapers, instructional manuals, signs). 2.2 Locate information by using a variety of consumer, workplace, and public documents. 2.3 Analyze text that uses the cause-and-effect organizational pattern. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text. 2.5 Understand and explain the use of a simple mechanical device by following technical directions. <i>Expository Critique</i> 2.6 Assess the adequacy, accuracy, and appropriateness of		

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: <b>Great Source Education Group</b>		Program Title: <b>Reading &amp; Writing Sourcebook © 2001</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 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Literary Response and Analysis</b>  B15. Respond orally in one or two words to factual comprehension questions about simple literary texts.  <input type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases.  <input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and phrases.  <input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<input type="checkbox"/> cause and effect in written texts by using simple sentences.  EI14. Orally identify the factual components of simple informational materials by using key words or phrases.  <input type="checkbox"/> <b>Literary Response and Analysis</b>  EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.  <input type="checkbox"/> EI16. Read literary texts and orally identify the main	<input checked="" type="checkbox"/> common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).  <input checked="" type="checkbox"/> <b>Literary Response and Analysis</b>  I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.  <input checked="" type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel,	<input type="checkbox"/> <b>Literary Response and Analysis</b>  EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.  <input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences.  <input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences.  <input type="checkbox"/> EA15. Compare and contrast a similar theme across several	<input type="checkbox"/> and symbolism).  <input type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.  <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).  <input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts.  <input checked="" type="checkbox"/> A15. Analyze the elements of a plot, including its	<input type="checkbox"/> the author's evidence to support claims and assertions, noting instances of bias and stereotyping.  <b>3.0 Literary Response and Analysis</b>  <input type="checkbox"/> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other 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.  <i>Structural Features of</i>	163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235  <b>EA9-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , p. 82  <b>EA9-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 37, 47, 82  <b>A4-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-148, 152-156, 163-167, 171-176,	<b>EA9-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , p. 82  <b>A7-ELD Standard &amp; Reading 2.0</b>

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: <b>Great Source Education Group</b>		Program Title: <b>Reading &amp; Writing Sourcebook © 2001</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 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.  <input type="checkbox"/> B20. Recite simple poems.	<input type="checkbox"/> events of the plot by using simple sentences.  <input type="checkbox"/> EI17. Read a selection and orally identify the speaker or narrator.  <input type="checkbox"/> EI18. Identify the difference in points of view between first person and third person by using simple sentences.  <input type="checkbox"/> EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.  <input type="checkbox"/> EI20. Describe orally in simple sentences a	essay).  I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/> genres by using detailed sentences.  <input type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences.  <input type="checkbox"/> EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.  <input type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.	development and the way conflicts are addressed and resolved.	<input checked="" type="checkbox"/> <i>Literature</i> 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. 3.4 Identify and analyze	181-188, 194-199, 205-207, 212-216, 221-226, 231-235  <b>A7-ELD Standard &amp; Reading 2.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 37, 47, 82  <b>A10-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 21, 24, 27, 66, 86, 113, 182  <b>A15-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>SB Reading &amp; Writing</i>	<b>ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , p. 82  <b>A10-ELD Standard &amp; Reading 3.0 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , p. 216  <b>A15-ELD Standard &amp; Reading 3.2 ELA Standard:</b> <i>TG Reading &amp; Writing Sourcebook</i> , pp. 152, 162, 226

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: <b>Great Source Education Group</b>		Program Title: <b>Reading &amp; Writing Sourcebook © 2001</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 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
	character in a brief literary text by identifying the thoughts and actions of the character.				<input type="checkbox"/> recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. <i>Literary Criticism</i> <input checked="" type="checkbox"/> 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. <input type="checkbox"/>	<i>Sourcebook</i> , pp. 17, 27, 28, 62-63, 73, 88-89, 90, 115, 116-117, 184, 189		

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.