

Publisher: Great Source Education Group		Program Title: Write Ahead © 2004	
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 9-10 ELD Writing: Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation
<input checked="" 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"/> EI1. Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text.	<input checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.	<input type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).	<input checked="" type="checkbox"/> A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.	<input type="checkbox"/> Writing <input type="checkbox"/> 1.0 Writing Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input checked="" type="checkbox"/> 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone	B1-ELD Standard & Writing 2.2 ELA Standard: Student Handbook (SH) <i>Write Ahead</i> , pp. 183, 185, 189 B2-ELD Standard & Written and Oral English Language Conventions 1.2 ELA Standard: SH <i>Write Ahead</i> , p. 84-85 B3-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Ahead</i> , pp. 152-153 B4-ELD	B1-ELD Standard & Writing 2.2 ELA Standard: Student Handbook (SH) <i>Write Ahead</i> , p. 52 B2-ELD Standard & Written and Oral English Language Conventions 1.2 ELA Standard: SH <i>Write Ahead</i> , p. 86-90, 440-445 B3-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Ahead</i> , pp. 98, 191-200 B4-ELD
<input checked="" type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input checked="" type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	<input checked="" type="checkbox"/> I2. Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs.	<input checked="" type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	<input checked="" type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis.			
<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"/> EI3. Use simple sentences to create a draft of a short essay that follows an outline.	<input checked="" type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing.	<input checked="" type="checkbox"/> EA3. Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	<input checked="" type="checkbox"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples.			
<input checked="" type="checkbox"/> B4. Use the writing process to write brief narratives with a few standard grammatical forms.	<input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences	<input checked="" type="checkbox"/> I4. Write responses to selected	<input type="checkbox"/> EA4. Use appropriate language variations and genres in	<input type="checkbox"/> A4. Complete job applications and write résumés that fit the purpose and			

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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 a job application form by providing basic information, such as one's name, age, address, and education.	<input type="checkbox"/> appropriate for language arts and other content areas (e.g., math, science, history-social science). <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 checked="" type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.	<input type="checkbox"/> literature that exhibit understanding of the text, using detailed sentences and transitions. <input checked="" type="checkbox"/> I5. Recognize structured ideas and arguments and support examples in persuasive writing. <input type="checkbox"/> I6. Fill out job applications and prepare résumés that are clear and provide all needed information. <input checked="" type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and	<input type="checkbox"/> writing for language arts and other content areas. <input type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately. <input checked="" type="checkbox"/> EA6. Write reflective compositions that explore the significance of events. <input checked="" type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input checked="" type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to	<input type="checkbox"/> audience and follow the conventional format for the type of document. <input type="checkbox"/> A5. 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"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions. <input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to	<input type="checkbox"/> and focus throughout the piece of writing. <input type="checkbox"/> 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. <input type="checkbox"/> <i>Research and Technology</i> <input type="checkbox"/> 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. <input type="checkbox"/> 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly	Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> , pp. 149-157 B5-ELD Standard & Writing 1.1 ELA Standard: <i>SH Write Ahead</i> , pp. 97, 99, 102 EI2-ELD Standard & Written and Oral English Language Conventions 1.2 Standard: <i>SH Write Ahead</i> , pp. 447-450, 455-459, 465-467 EI3-ELD Standard & Writing 2.3 ELA Standard:	Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> , pp. 98, 191-200 B5-ELD Standard & Writing 1.1 ELA Standard: <i>SH Write Ahead</i> , pp. 41-64 EI2-ELD Standard & Written and Oral English Language Conventions 1.2 Standard: <i>SH Write Ahead</i> , pp. 83-91 EI3-ELD Standard & Writing 2.3 ELA Standard:

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	<input checked="" type="checkbox"/> E17. Proceed through the writing process to write short paragraphs that contain supporting details 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 checked="" type="checkbox"/> supporting details. <input checked="" 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 checked="" type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input checked="" type="checkbox"/> structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input checked="" type="checkbox"/> EA9. Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter.	<input checked="" type="checkbox"/> structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input checked="" type="checkbox"/> A8. Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims <input checked="" type="checkbox"/> A9. Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical	<input checked="" type="checkbox"/> held beliefs, hypotheses, definitions). <input checked="" type="checkbox"/> 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). <input type="checkbox"/> 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. <input type="checkbox"/> 1.7 Use appropriate conventions for documentation in the	SH <i>Write Ahead</i> , pp. 110-111 EI3-ELD Standard & Writing 2.4 ELA Standard: SH <i>Write Ahead</i> , pp. 120-121 EI4-ELD Standard & Writing 2.3 ELA Standard: SH <i>Write Ahead</i> , pp. 228-229 EI5-ELD Standard & Writing 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 107-116 EI6-ELD Standard & Writing 1.5 ELA	SH <i>Write Ahead</i> , pp. 41-64, 83-91, 105 EI3-ELD Standard & Writing 2.4 ELA Standard: SH <i>Write Ahead</i> , pp. 41-64, 83-91, 105 EI5-ELD Standard & Writing 1.1 ELA Standard: SH <i>Write Ahead</i> , p. 100 EI6-ELD Standard & Writing 1.5 ELA

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation	Supporting Citation
								reasoning.		<input type="checkbox"/> text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i>). <input type="checkbox"/> 1.8 Design and publish documents by using advanced publishing software and graphic programs. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose,	Standard: <i>SH Write Ahead</i> , pp. 226, 252-271 E17-ELD Standard & Writing 1.1 ELA Standard: <i>SH Write Ahead</i> , pp. 95-106 I1-ELD Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> , pp. 150-157 I2-ELD Standard & Writing 1.1 ELA Standard: <i>SH Write Ahead</i> , pp. 107-116 I3-ELD Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> ,	Standard: <i>SH Write Ahead</i> , pp. 219-235, 346 I1-ELD Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> , pp. 46, 98, 141, 191-200 I2-ELD Standard & Writing 1.1 ELA Standard: <i>SH Write Ahead</i> , pp. 219-235	

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										<input checked="" type="checkbox"/> Standard 1.0, students: 2.1 Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the	<u>I9-ELD Standard & Writing 2.3</u> <u>ELA Standard:</u> SH <i>Write Ahead</i> , pp. 219-235 <u>EA2-ELD Standard & Writing 1.1 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 41-48, 59-64 <u>EA3-ELD Standard & Writing 2.4 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 117-125 <u>EA6-ELD Standard & Writing 2.1 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 145-148 <u>EA7-ELD</u>	<u>I9-ELD Standard & Writing 2.3</u> <u>ELA Standard:</u> SH <i>Write Ahead</i> , pp. 49-58 <u>EA2-ELD Standard & Writing 1.1 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 49-58 <u>EA3-ELD Standard & Writing 2.4 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 83-90 <u>EA6-ELD Standard & Writing 2.1 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 149-157 <u>EA7-ELD</u>	

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										<input checked="" type="checkbox"/> characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. 2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of	Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> , pp. 149-157, 159-166 EA8-ELD Standard & Writing 1.5 ELA Standard: <i>SH Write Ahead</i> , pp. 58, 105, 226, 343-348 EA9-ELD Standard & Writing 2.3 ELA Standard: <i>SH Write Ahead</i> , pp. 107-116, 219-235 A1-ELD Standard & Writing 2.3 & 2.4 ELA Standards:	Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> , p. 98 EA8-ELD Standard & Writing 1.5 ELA Standard: <i>SH Write Ahead</i> , pp. 59-64, 83-90, 107-116, 117-125, 215-218 EA9-ELD Standard & Writing 2.3 ELA Standard: <i>SH Write Ahead</i> , pp. 41-64 A1-ELD Standard & Writing 2.3 & 2.4 ELA Standards:	

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										<input checked="" type="checkbox"/> stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions	SH <i>Write Ahead</i> , pp. 107-116, 117-125 A2-ELD Standard & Writing 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 41-64 A3-ELD Standard & Writing 2.3 & 2.4 ELA Standards: SH <i>Write Ahead</i> , pp. 41-59, 107-116, 117-125 A7-ELD Standard & Writing 1.5 ELA Standard: SH <i>Write Ahead</i> , pp. 107-116, 117-125, 215-218, 226, 343-348	SH <i>Write Ahead</i> , pp. 41-64 A2-ELD Standard & Writing 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 107-125 A3-ELD Standard & Writing 2.3 & 2.4 ELA Standards: SH <i>Write Ahead</i> , pp. 219-235	

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										<input checked="" type="checkbox"/> <p>between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.</p> <p>2.4 Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion.</p>	<p>A8-ELD Standard & Writing 2.3 ELA Standard: SH <i>Write Ahead</i>, pp. 107-116, 219-235</p> <p>A9-ELD Standard & Writing 2.4 ELA Standard: SH <i>Write Ahead</i>, pp. 117-125</p>	<p>A8-ELD Standard & Writing 2.3 ELA Standard: SH <i>Write Ahead</i>, pp. 41-59</p> <p>A9-ELD Standard & Writing 2.4 ELA Standard: SH <i>Write Ahead</i>, pp. 41-59, 62</p>			

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					<input type="checkbox"/> b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counter-claims, biases, and expectations. <input type="checkbox"/> 2.5 Write business letters: a. Provide clear and purposeful		

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										<input type="checkbox"/> information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. <input type="checkbox"/> 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for			

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										conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings. Written And Oral English Language Conventions The standards for written and oral English language conventions have			

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										<input type="checkbox"/> 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 command of standard English conventions. <i>Grammar and Mechanics of Writing</i> <input type="checkbox"/> 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of			

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					<input checked="" type="checkbox"/> punctuation (e.g., semicolons, colons, ellipses, hyphens). 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). <input type="checkbox"/> 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. <i>Manuscript Form</i> <input type="checkbox"/> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and		

*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: Great Source Education Group				Program Title: Write Ahead © 2004			
ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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

Grades 9-10 ELD Writing: Strategies and Applications Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation	Supporting Citation
										<input type="checkbox"/>	capitalization. 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.		

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