

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 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	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 checked="" 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 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 type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form). <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 persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.	<input checked="" type="checkbox"/> A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. <input checked="" type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis. <input checked="" type="checkbox"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples.	<input type="checkbox"/> Writing 1.0 Writing Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process. <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository,	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 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 84-85 B3-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Ahead</i> , pp. 152-153 B4-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Ahead</i> , pp. 149-157	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 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 86-90, 440-445 B3-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Ahead</i> , pp. 98, 191-200 B4-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Ahead</i> , pp. 98, 191-200
<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 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			
<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"/> 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 checked="" type="checkbox"/> B5. Write simple							

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
<input type="checkbox"/>	compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.	<input checked="" type="checkbox"/>	appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input checked="" type="checkbox"/>	literature that exhibit understanding of the text, using detailed sentences and transitions.	<input type="checkbox"/>	writing for language arts and other content areas.	<input type="checkbox"/>	audience and follow the conventional format for the type of document.	<input checked="" type="checkbox"/>	persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.	B5-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 95-106	B5-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 41-64
<input type="checkbox"/>	B 6. Complete a job application form by providing basic information, such as one's name, age, address, and education.	<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"/>	I6. Fill out job applications and prepare résumés that are clear and provide all needed information.	<input checked="" type="checkbox"/>	EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately.	<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 checked="" type="checkbox"/>	1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	EI1-ELD Standard & Writing 2.2 ELA Standard: SH <i>Write Ahead</i> , pp. 181-189	EI1-ELD Standard & Writing 2.2 ELA Standard: SH <i>Write Ahead</i> , pp. 83-91
		<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 checked="" type="checkbox"/>	I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.	<input checked="" type="checkbox"/>	EA6. Write reflective compositions that explore the significance of events.	<input type="checkbox"/>	A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.	<input type="checkbox"/>	1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of	EI2-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 447-450, 455-459, 465-467	EI2-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Ahead</i> , pp. 83-91
				<input checked="" type="checkbox"/>	I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.	<input checked="" type="checkbox"/>	EA7. Write detailed fictional biographies or autobiographies.	<input checked="" type="checkbox"/>	A7. Use strategies of notetaking, outlining, and summarizing to			EI3-ELD Standard & Written and	EI3-ELD Standard & Written and

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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"/> 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"/> 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"/> 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 type="checkbox"/> visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. <input type="checkbox"/> 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). <input checked="" type="checkbox"/> 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting,	Oral English Language Conventions 1.1 ELA Standard: <i>SH Write Ahead</i> , pp. 110-111, 120-121 E14-ELD Standard & Writing 2.4 ELA Standard: <i>SH Write Ahead</i> , pp. 228-229 E15-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , pp. 107-116 E16-ELD Standard & Writing 1.6 ELA Standard: <i>SH Write Ahead</i> , pp. 226, 252-271 E17-ELD Standard	Oral English Language Conventions 1.1 ELA Standard: <i>SH Write Ahead</i> , pp. 41-64, 83-91, 105 E15-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , p. 100 E16-ELD Standard & Writing 1.6 ELA Standard: <i>SH Write Ahead</i> , pp. 219-235, 343-348

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation
				reasoning.	<input type="checkbox"/> annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. <input type="checkbox"/> 2.0 Writing (Genres and Their Characteristics) Students combine the rhetorical	<u>& Written and Oral English Language Conventions 1.1 Standard:</u> SH <i>Write Ahead</i> , pp. 95-106 <u>I1-ELD Standard & Writing 2.1 ELA Standard:</u> SH pp. 150-157 <u>I2-ELD Standard & Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 107-116 <u>I3-ELD Standard & Writing 1.2 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 196, 333 <u>I4-ELD Standard & Writing 2.2 ELA</u>	<u>I1-ELD Standard & Writing 2.1 ELA Standard:</u> SH pp. 46, 98, 141, 191-200 <u>I2-ELD Standard & Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 219-235 <u>I3-ELD Standard & Writing 1.2 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 200, 335 <u>I4-ELD Standard & Writing 2.2 ELA</u>

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										<p>strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. 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 of grades eleven and twelve outlined in Writing Standard 1.0, students:</p> <p><input checked="" type="checkbox"/> 2.1 Write fictional, autobiographical, or biographical narratives:</p> <p>a. Narrate a sequence of events and communicate</p>	<p>Standard: SH <i>Write Ahead</i>, pp. 181-189</p> <p><u>I5-ELD Standard & Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i>, pp. 117-125</p> <p><u>I7-ELD Standard & Writing 2.1 ELA Standard:</u> SH <i>Write Ahead</i>, pp. 159-166, 191-200</p> <p><u>I8-ELD Standard & Writing 1.6 ELA Standard:</u> SH <i>Write Ahead</i>, pp. 58, 105, 226, 343-348</p> <p><u>I9-ELD Standard & Writing 1.6 ELA Standard:</u> SH <i>Write Ahead</i>,</p>	<p>Standard: SH <i>Write Ahead</i>, pp. 91-94</p> <p><u>I5-ELD Standard & Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i>, p. 101</p> <p><u>I7-ELD Standard & Writing 2.1 ELA Standard:</u> SH <i>Write Ahead</i>, pp. 91-94</p> <p><u>I8-ELD Standard & Writing 1.6 ELA Standard:</u> SH <i>Write Ahead</i>, pp. 59-64, 107-116, 117-125</p> <p><u>I9-ELD Standard & Writing 1.6 ELA Standard:</u> SH <i>Write Ahead</i>,</p>	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation		Supporting Citation	
										their significance to the audience. b. Locate scenes and incidents in specific places. d. 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 characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance,	pp. 219-235 EA2-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , pp. 41-48, 59-64 EA3-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , pp. 117-125 EA6-ELD Standard & Writing 2.3 ELA Standard: <i>SH Write Ahead</i> , pp. 145-148 EA7-ELD Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> ,	pp. 49-58 EA2-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , pp. 49-58 EA3-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , pp. 83-90 EA6-ELD Standard & Writing 2.3 ELA Standard: <i>SH Write Ahead</i> , pp. 149-157 EA7-ELD Standard & Writing 2.1 ELA Standard: <i>SH Write Ahead</i> , p.			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> images, shifting perspectives, and sensory details. 2.2 Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.	pp. 149-157, 159-166 EA8-ELD Standard & Writing 1.7 ELA Standard: <i>SH Write Ahead</i> , pp. 58, 105, 226 EA9-ELD Standard & Writing 2.4 ELA Standard: <i>SH Write Ahead</i> , pp. 107-116, 219-235 A1-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , pp. 107-116, 117-125 A2-ELD Standard	98 EA8-ELD Standard & Writing 1.7 ELA Standard: <i>SH Write Ahead</i> , pp. 59-64, 83-90, 107-116, 117-125, 215-218 EA9-ELD Standard & Writing 2.4 ELA Standard: <i>SH Write Ahead</i> , pp. 41-64 A1-ELD Standard & Writing 1.3 ELA Standard: <i>SH Write Ahead</i> , pp. 41-64 A2-ELD Standard

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input checked="" type="checkbox"/> 2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations	<u>& Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 41-64 <u>A3-ELD Standard & Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 41-59, 107-116, 117-125 <u>A7-ELD Standard & Writing 1.7 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 107-116, 117-125, 215-218, 343-348 <u>A8-ELD Standard & Writing 2.4 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 107-116, 219-235 <u>A9-ELD Standard</u>	<u>& Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 107-125 <u>A3-ELD Standard & Writing 1.3 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 219-235 <u>A8-ELD Standard & Writing 2.4 ELA Standard:</u> SH <i>Write Ahead</i> , pp. 41-59 <u>A9-ELD Standard</u>

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										<input checked="" type="checkbox"/>	about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or	& Writing 1.3 ELA Standard: SH <i>Write Ahead</i> , pp. 117-125	& Writing 1.3 ELA Standard: SH <i>Write Ahead</i> , pp. 41-59, 62

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										<input type="checkbox"/> reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography. <input type="checkbox"/> 2.5 Write job applications and resumés: a. Provide clear and purposeful information and address the intended audience			

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										appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <input type="checkbox"/> 2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw		

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										information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. Written And Oral English Language Conventions			

*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	
<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 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										<p>The standards for written and oral language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions.</p> <p><input checked="" type="checkbox"/> 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure</p>			

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

Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										<input type="checkbox"/> and an understanding of English usage. 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.			

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 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
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