

**COVER SHEET FOR
ELA/ELD STANDARDS CORRELATION MATRIX FOR
SUPPLEMENTAL ELD MATERIALS
(SB 1113 – BUDGET ACT 2004-05)**

SB 1113 requires that “the department shall develop a correlation matrix that shall be used to determine if the instructional materials correlate to the standards adopted by the State Board of Education. The contents of the matrix will be divided into the English language development levels of proficiency, and indicate how the English language development standards will be used to provide a path to obtaining grade level skills in reading, writing, and speaking.”

Publisher: Great Source Education Group

Program Title: Write Away

Grade Level(s): 2

Program Description:

Student-friendly and colorful, *Write Away* guides second graders through the writing process and so much more. From introducing students to different forms of writing to providing strategies for developing effective reading, speaking, listening, and learning skills, *Write Away* includes information and student models to help young writers succeed including:

- information and rubrics to introduce the six traits of effective writing;
- comprehension prewriting and drafting guidelines;
- additional models and guidelines for every form of writing addressed in the handbook;
- a section on using computers and the Internet;
- learning and thinking skills including a section on problem-solving strategies.

Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers’ edition, WB = workbook, etc.)

SH = Student Handbook

PG = Program Guide (located in the Language Program)

On this page, please list the components of the instructional materials addressed on the attached matrix, including the ISBN number for each component. A separate International Standard Book Number (ISBN) facilitates the identification of each program or separate component satisfying the ISBN evaluation criteria. For information regarding assignment and use of ISBNs, contact:

U.S. ISBN Agency
630 Central Avenue
New Providence, NJ 07974
Tel: 877-310-7333
Fax: 908-219-0188
isbn-san@bowker.com

Programs or separate program components that do not meet ISBN evaluation criteria and/or have not been assigned ISBNs should be identified by some other unique number/letter combination. Publishers are asked to limit this identifier to no more than 13 characters.

<u>COMPONENT TITLE</u>	<u>ISBN NUMBER</u>
Softcover Student Handbook	0-669-48235-8
Hardcover Student Handbook	0-669-48234-X
Language Program	0-669-48239-0

Publisher: Great Source Education Group		Program Title: Write Away © 2002	
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 K-2 ELD Writing Strategies and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
<input checked="" type="checkbox"/> B1. Copy the English alphabet legibly.	<input checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.	<input checked="" type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters.	<input checked="" type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events.	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i>	B1-ELD Standard & Writing 1.2 ELA Standard: Student Handbook (SH) <i>Write Away</i> , pp. 294-297		
<input checked="" type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	<input checked="" type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").	<input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<input checked="" type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.	<input checked="" type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events.	<input checked="" type="checkbox"/> 1.1 Group related ideas and maintain a consistent focus. <i>Penmanship</i>	B2-ELD Standard & Writing 1.2 ELA Standard: SH <i>Write Away</i> , pp. 286-289 Program Guide (PG) <i>Write Away</i> , p. 473	B2-ELD Standard & Writing 1.2 ELA Standard: SH <i>Write Away</i> , p. 91	
<input checked="" type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher.	<input checked="" type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input checked="" type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	<input type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input checked="" type="checkbox"/> A3. Produce independent writing by using correct grammatical forms.	<input checked="" type="checkbox"/> 1.2 Create readable documents with legible handwriting.	B3-ELD Standard & Writing 1.0 ELA Standard: SH <i>Write Away</i> , pp. 84-85 PG <i>Write Away</i> , p. 121	B3-ELD Standard & Writing 1.0 ELA Standard: SH <i>Write Away</i> , pp. 81-83	
<input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story. English Language		<input checked="" type="checkbox"/> I4. Write simple sentences appropriate for language arts and other content areas	<input checked="" type="checkbox"/> EA4. Write a formal letter. <input checked="" type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical	<input checked="" type="checkbox"/> A4. Proceed		B4-ELD Standard & Written and Oral English Language Conventions 1.1	B4-ELD Standard & Written and Oral English Language	

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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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<input checked="" type="checkbox"/> Conventions <input checked="" type="checkbox"/> B5. Use capitalization when writing one's own name.	<input checked="" type="checkbox"/> Conventions <input checked="" type="checkbox"/> EI4. Use capitalization to begin sentences and for proper nouns. <input checked="" type="checkbox"/> EI5. Use a period or question mark at the end of a sentence. <input checked="" type="checkbox"/> EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	<input checked="" type="checkbox"/> (e.g., math, science, social studies). <input checked="" type="checkbox"/> I5. Write a friendly letter of a few lines. English Language Conventions <input checked="" type="checkbox"/> I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. <input type="checkbox"/> I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<input checked="" type="checkbox"/> forms. (some rules may not be followed). English Language Conventions <input checked="" type="checkbox"/> EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. <input checked="" type="checkbox"/> EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). <input type="checkbox"/> EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). English–Language	 through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus. English Language Conventions <input checked="" type="checkbox"/> A5. Use complete sentences and correct word order. <input checked="" type="checkbox"/> A6. Use correct parts of speech, including correct subject/verb agreement. <input checked="" type="checkbox"/> A7. Edit writing for punctuation, capitalization, and spelling. <input type="checkbox"/> A8. Produce writing that	<input type="checkbox"/> <i>Research</i> 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.4 Revise original drafts to improve sequence and provide more descriptive detail. <input checked="" type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the	ELA Standard: SH <i>Write Away</i> , pp. 84-85 PG <i>Write Away</i> , p. 121 B5-ELD Standard & Written and Oral English Language Conventions 1.6 ELA Standard: SH <i>Write Away</i> , p. 257 EI1-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Away</i> , pp. 84-85 PG <i>Write Away</i> , p. 121 EI2-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard:	Conventions 1.1 ELA Standard: SH <i>Write Away</i> , pp. 51-55, 81-83 PG <i>Write Away</i> , pp. 73-80, 81-82 B5-ELD Standard & Written and Oral English Language Conventions 1.6 ELA Standard: PG <i>Write Away</i> , pp. 341-342, 343-344 EI1-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Away</i> , pp. 51-55, 81-83 PG <i>Write Away</i> , pp. 73-80, 81-82	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation		Supporting Citation	
						<input checked="" type="checkbox"/>	Arts Content Standards <i>Spelling</i> Grade One 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly. Grade Two 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).		demonstrates a command of the conventions of standard English.	<input checked="" type="checkbox"/>	drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade two outlined in Writing Standard 1.0, students: 2.1 Write brief narratives based on their experience: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. <input checked="" type="checkbox"/> 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	SH <i>Write Away</i> , pp. 51-53 PG <i>Write Away</i> , pp. 73-77 EI3-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Away</i> , pp. 51-53 PG <i>Write Away</i> , pp. 73-77 EI4-ELD Standard & Written and Oral English Language Conventions 1.6 ELA Standard: SH <i>Write Away</i> , pp. 257-258 PG <i>Write Away</i> , pp. 337-338, 453-455, 526-527 EI5-ELD Standard	SH <i>Write Away</i> , pp. 51-53 PG <i>Write Away</i> , pp. 73-77 EI3-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: PG <i>Write Away</i> , pp. 43, 55, 81-82, 86, 129, 251, 195, 198, 304, 306, 308, 326, 332, 335, 338, 342, 343, 350		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2	Primary Citation	Supporting Citation
										<p>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.</p> <p><input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i></p> <p><input checked="" type="checkbox"/> 1.1 Distinguish</p>	<p>& Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i>, pp. 250, 251 PG <i>Write Away</i>, pp. 295-300, 301-302, 305-308, 447-448, 524-525</p> <p>EI6-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i>, pp. 42-43 PG <i>Write Away</i>, pp. 65-68, 93</p> <p>I1-ELD Standard & Writing 2.1 ELA Standard: PG <i>Write Away</i>, pp. 116, 154, 158, 162,</p>	<p>EI6-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i>, pp. 22, 249-255, 256-259, 262-269, 270-275, 276-277, 278-285 PG <i>Write Away</i>, pp. 295-441</p> <p>I1-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Away</i>, pp.</p>

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
					<input type="checkbox"/> greetings, months and days of the week, and titles and initials of people. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly e.g., <i>was, were, says, said, who, what, why</i> . <input type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.	PG <i>Write Away</i> , pp. 73-77 <u>I5-ELD Standard & Writing 2.2 ELA Standard:</u> PG <i>Write Away</i> , pp. 109-112, 185, 547-548, 572 <u>I6-ELD Standard & Writing 2.0 ELA Standard:</u> PG <i>Write Away</i> , pp. 101, 105, 106, 112, 116, 121, 126, 130, 133, 137, 138, 151, 154, 158, 162, 166 <u>EA1-ELD Standard & Writing 2.1 ELA Standard:</u> PG <i>Write Away</i> , pp. 116, 154, 158, 162, 166	43, 55, 81-82, 86, 129, 251, 195, 198, 304, 306, 308, 326, 332, 335, 338, 342, 343, 350 <u>I5-ELD Standard & Writing 2.2 ELA Standard:</u> SH <i>Write Away</i> , pp. 72-75, 253, 260-261 PG <i>Write Away</i> , pp. 313-314, 449 <u>I6-ELD Standard & Writing 2.0 ELA Standard:</u> SH <i>Write Away</i> , pp. 50-63, 64-79, 80-109, 110-121, 122-141 <u>EA1-ELD Standard & Writing 2.1 ELA Standard:</u> SH <i>Write Away</i> , pp. 62, 76-79, 123-125, 126-129, 130-135,	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
												EA2-ELD Standard & Writing 1.1 ELA Standard: PG <i>Write Away</i> , pp. 83-87, 94 EA4-ELD Standard & Writing 2.2 ELA Standard: PG <i>Write Away</i> , pp. 131-134, 187, 574 EA5-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: PG <i>Write Away</i> , pp. 422, 428, 430, 432, 438, 460-465	136-141 PG <i>Write Away</i> , pp. 113-117, 153-155, 157-159, 161-164, 165-168 EA2-ELD Standard & Writing 1.1 ELA Standard: SH <i>Write Away</i> , pp. 56-63 EA4-ELD Standard & Writing 2.2 ELA Standard: SH <i>Write Away</i> , pp. 96-101, 253, 260-261 PG <i>Write Away</i> , pp. 313-314, 449 EA5-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i> , pp. 276, 279-285

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
												EA6-ELD Standard & Writing 2.0 ELA Standard: PG <i>Write Away</i> , pp. 101, 105, 106, 112, 116, 121, 126, 130, 133, 137, 138, 151, 154, 158, 162, 166	EA6-ELD Standard & Writing 2.0 ELA Standard: SH <i>Write Away</i> , pp. 50-63, 64-79, 80-109, 110-121, 122-141
												EA8-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i> , pp. 42-43 PG <i>Write Away</i> , pp. 65-68, 93	EA8-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i> , pp. 22, 249-255, 256-259, 262-269, 270-275, 276-277, 278-285 PG <i>Write Away</i> , pp. 295-441
												A1-ELD Standard & Writing 2.1 ELA Standard: PG <i>Write Away</i> , p. 130	A1-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Away</i> , pp. 92-95 PG <i>Write Away</i> , pp.

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
												A2-ELD Standard & Writing 2.1 ELA Standard: PG <i>Write Away</i> , pp. 116, 154, 158, 162, 166 A3-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: PG <i>Write Away</i> , pp. 422, 428, 430, 432, 438, 460-465 A4-ELD Standard & Writing 1.1 ELA Standard: PG <i>Write Away</i> , pp. 73-77, 83-87, 94, 337-338, 399-400, 405-408, 530-531	127-129 A2-ELD Standard & Writing 2.1 ELA Standard: SH <i>Write Away</i> , pp. 62, 76-79, 123-125, 126-129, 130-135, 136-141 PG <i>Write Away</i> , pp. 113-117, 153-155, 157-159, 161-164, 165-168 A3-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i> , pp. 276, 279-285 A4-ELD Standard & Writing 1.1 ELA Standard: SH <i>Write Away</i> , pp. 51-55, 56-63

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										A5-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: PG <i>Write Away</i> , pp. 73-77, 94, 337-338, 399-400, 530-531	A5-ELD Standard & Written and Oral English Language Conventions 1.1 ELA Standard: SH <i>Write Away</i> , pp. 51-55	
										A6-ELD Standard & Written and Oral English Language Conventions 1.3 ELA Standard: PG <i>Write Away</i> , pp. 422, 428, 430, 432, 438, 460-465	A6-ELD Standard & Written and Oral English Language Conventions 1.3 ELA Standard: SH <i>Write Away</i> , pp. 276, 279-285	
										A7-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i> , pp. 42-43 PG <i>Write Away</i> , pp. 65-68, 93	A7-ELD Standard & Written and Oral English Language Conventions 1.0 ELA Standard: SH <i>Write Away</i> , pp. 22, 249-255, 256-259, 262-269, 270-275, 276-277, 278-	

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													285 PG <i>Write Away</i> , pp. 295-441

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