

**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 on Track**

**Grade Level(s): 3**

**Program Description:**

***Write on Track* is packed with everything third graders need to become better writers, thinkers, and learners in every subject and at home. Compact yet comprehensive, *Write on Track* includes:**

- revising and editing strategies including information for using the six traits of effective writing;
- prewriting and drafting guidelines;
- strategies for incorporating technology into the writing process including guidelines for using the Internet and writing multimedia reports;
- tips to help students become better viewers, listeners, readers, and thinkers in all of their classes.

**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](mailto: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.**

<b><u>COMPONENT TITLE</u></b>	<b><u>ISBN NUMBER</u></b>
<b>Softcover Student Handbook</b>	<b>0-669-48221-8</b>
<b>Hardcover Student Handbook</b>	<b>0-669-48220-X</b>
<b>Language Program</b>	<b>0-669-48226-9</b>

Publisher: <b>Great Source Education Group</b>				Program Title: <b>Write On Track © 2002</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)**

<b>Grades 3-5 ELD Writing Strategies and Applications</b>					<b>ELA Standards</b>		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B1. Write the English alphabet legibly.	<input checked="" type="checkbox"/> EI1. Write short narrative stories that include elements of setting and characters.	<input checked="" type="checkbox"/> I1. Narrate with some detail a sequence of events.	<input checked="" type="checkbox"/> EA1. Write a detailed summary of a story.	<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 type="checkbox"/> <b>Writing 1.0 Writing Strategies</b> 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>	<b>B1-ELD Standard &amp; Writing 1.2 ELA Standard:</b> Student Handbook (SH) <i>Write On Track</i> , pp. 345, 346, 347	<b>B3-ELD Standard &amp; Written and Oral English Language Conventions 1.1 ELA Standard:</b> Program Guide (PG) <i>Write On Track</i> , pp. 89-91
<input type="checkbox"/> B2. Label key parts of common objects.	<input checked="" type="checkbox"/> EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.	<input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns.	<input checked="" type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms.	<input type="checkbox"/> <b>1.1 Create a single paragraph:</b> a. Develop a topic sentence. b. Include simple supporting facts and		
<input checked="" type="checkbox"/> B3. Create simple sentences or phrases with some assistance.	<input checked="" type="checkbox"/> EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	<input checked="" type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<input checked="" type="checkbox"/> EA3. Independently write simple responses to literature.	<input checked="" type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events.	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> B4. Use models to write short narratives.	<input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for	<input checked="" type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms.	<input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input checked="" type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by			
<input checked="" type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.			<input checked="" type="checkbox"/> EA5. Independently write a persuasive				
<b>English Language</b>						<b>B4-ELD Standard &amp; Writing 2.1 ELA Standard:</b> SH <i>Write On Track</i> , pp. 82-85, 98-101, 149-153, 154-159, 160-165	<b>B5-ELD Standard &amp; Writing 2.1 ELA Standard:</b> SH <i>Write On Track</i> , pp. 82-85, 98-101, 149-153, 154-159, 160-165

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<input checked="" type="checkbox"/> <b>Conventions</b> <input checked="" type="checkbox"/> B6. Use capitalization when writing one's own name and at the beginning of sentences. <input checked="" type="checkbox"/> B7. Use a period at the end of a sentence and a question mark at the end of a question.	<input checked="" type="checkbox"/> language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> EI5. Follow a model to write a friendly letter. <input checked="" type="checkbox"/> EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <b>English Language Conventions</b> <input checked="" type="checkbox"/> EI7. Use capitalization to begin sentences and for proper nouns. <input checked="" type="checkbox"/> EI8. Use a period	<input type="checkbox"/> (Some rules may not be followed.) <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> I6. Write a letter independently by using detailed sentences. <b>English Language Conventions</b> <input checked="" type="checkbox"/> I7. Produce independent writing that may include some inconsistent use of capitalization,	<input checked="" type="checkbox"/> letter with relevant evidence. <input checked="" type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms. <b>English Language Conventions</b> <input checked="" type="checkbox"/> EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. <input type="checkbox"/> EA8. Use standard word order but may have more consistent	<input checked="" type="checkbox"/> using standard grammatical forms. <input checked="" type="checkbox"/> A5. Independently use all the steps of the writing process. <b>English Language Conventions</b> <input checked="" type="checkbox"/> A6. Use complete sentences and correct word order. <input type="checkbox"/> A7. Use correct parts of speech, including correct subject/verb agreement. <input checked="" type="checkbox"/> A8. Edit writing for punctuation, capitalization, and spelling. <input checked="" type="checkbox"/> A9. Produce writing that demonstrates a command of the	<input checked="" type="checkbox"/> details. <i>Penmanship</i> <input checked="" type="checkbox"/> 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. <i>Research</i> <input type="checkbox"/> 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. <input checked="" type="checkbox"/> <b>2.0 Writing</b>	<b>Standard:</b> PG <i>Write On Track</i> , pp. 115-118, 131-134, 169-173, 175-179, 181  <b>B6-ELD Standard &amp; Written and Oral English Language Conventions 1.7</b> <b>ELA Standard:</b> PG <i>Write On Track</i> , pp. 359-368, 487, 576-577  <b>B7-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> PG <i>Write On Track</i> , pp. 329-332, 333-334, 481-482, 486  <b>E11-ELD Standard &amp; Writing 2.1 ELA Standard:</b> PG <i>Write On Track</i> ,	<b>Standard:</b> SH <i>Write On Track</i> , pp. 82-85, 98-101, 149-153, 154-159, 160-165  <b>B6-ELD Standard &amp; Written and Oral English Language Conventions 1.7</b> <b>ELA Standard:</b> SH <i>Write On Track</i> , pp. 305-307  <b>B7-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> SH <i>Write On Track</i> , pp. 294, 301  <b>E11-ELD Standard &amp; Writing 2.1 ELA Standard:</b> SH <i>Write On Track</i> ,	

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	<input checked="" type="checkbox"/> at the end of a sentence and use some commas appropriately.  <input checked="" type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<input type="checkbox"/> periods, and correct spelling.  <input type="checkbox"/> I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input checked="" type="checkbox"/> grammatical forms, including inflections.  <input checked="" type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).	conventions of standard English.	<input checked="" type="checkbox"/> <b>Applications (Genres and Their Characteristics)</b> Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade three outlined in Writing Standard 1.0, students:  2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-	pp. 115-118, 131-134, 169-173, 175-179, 181  <b>EI2-ELD Standard &amp; Writing 2.0 ELA Standard:</b> PG <i>Write On Track</i> , pp. 87, 109, 145, 146  <b>EI3-ELD Standard &amp; Writing 1.1 ELA Standard:</b> PG <i>Write On Track</i> , pp. 81-84, 102, 624  <b>EI5-ELD Standard &amp; Writing 2.3 ELA Standard:</b> PG <i>Write On Track</i> , pp. 127-130, 155-158, 202, 204, 345-346, 606  <b>EI6-ELD Standard &amp; Writing 2.0 ELA</b>	pp. 82-85, 98-101, 149-153, 154-159, 160-165  <b>EI2-ELD Standard &amp; Writing 2.0 ELA Standard:</b> SH <i>Write On Track</i> , pp. 66-69, 114-119 PG <i>Write On Track</i> , pp. 85-86, 143-144  <b>EI3-ELD Standard &amp; Writing 1.1 ELA Standard:</b> SH <i>Write On Track</i> , pp. 57-65  <b>EI5-ELD Standard &amp; Writing 2.3 ELA Standard:</b> SH <i>Write On Track</i> , pp. 94-97, 126-133, 295, 298  <b>EI6-ELD Standard &amp; Writing 2.0 ELA</b>	

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										<input type="checkbox"/> chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. <input checked="" type="checkbox"/> 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interest of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and	<b>Standard:</b> PG <i>Write On Track</i> , pp. 91, 110, 116, 124, 130, 134, 142, 144, 152, 157, 158, 162, 172, 176, 182, 190  <b>EI7-ELD Standard &amp; Written and Oral English Language Conventions 1.7</b> <b>ELA Standard:</b> PG <i>Write On Track</i> , pp. 359-368, 487, 576-577  <b>EI8-ELD Standard &amp; Written and Oral English Language Conventions 1.0 &amp; 1.6 ELA Standards:</b> PG <i>Write On Track</i> , pp. 329-332, 335-344, 481-482, 483	<b>Standard:</b> SH <i>Write On Track</i> , pp. 38-39, 77-79, 80-82, 90-93, 94-97, 98-101, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165  <b>EI7-ELD Standard &amp; Written and Oral English Language Conventions 1.7</b> <b>ELA Standard:</b> SH <i>Write On Track</i> , pp. 305-307  <b>EI8-ELD Standard &amp; Written and Oral English Language Conventions 1.0 &amp; 1.6 ELA Standards:</b> SH <i>Write On Track</i> , pp. 294, 295-297

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										signature.  <b>Written and Oral English Language Conventions</b> 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.  <b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a command of standard English conventions appropriate to this	<b>EI9-ELD Standard &amp; Written and Oral English Language Conventions 1.0 ELA Standard:</b> PG <i>Write On Track</i> , pp. 73-76, 102  <b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> PG <i>Write On Track</i> , pp. 115-118, 131-134, 169-173, 175-179, 181  <b>I2-ELD Standard &amp; Writing 2.0 ELA Standard:</b> PG <i>Write On Track</i> , pp. 91, 110, 116, 124, 130, 134, 142, 144, 152, 157, 158, 162, 172, 176, 182, 190	<b>EI9-ELD Standard &amp; Written and Oral English Language Conventions 1.0 ELA Standard:</b> SH <i>Write On Track</i> , pp. 13, 16, 50-51, 292-337 PG <i>Write On Track</i> , pp. 329-392  <b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> SH <i>Write On Track</i> , pp. 82-85, 98-101, 149-153, 154-159, 160-165  <b>I2-ELD Standard &amp; Writing 2.0 ELA Standard:</b> SH <i>Write On Track</i> , pp. 38-39, 77-79, 80-82, 90-93, 94-97, 98-101, 108-113, 114-119, 120-125, 126-133, 135-141, 142-

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										<input checked="" type="checkbox"/> grade level. <i>Sentence Structure</i> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <i>Grammar</i> 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. <input type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. <input type="checkbox"/> 1.4 Identify and use	<b>I3-ELD Standard &amp; Writing 2.0 ELA Standard:</b> <i>PG Write On Track</i> , pp. 91, 110, 116, 124, 130, 134, 142, 144, 152, 157, 158, 162, 172, 176, 182, 190  <b>I4-ELD Standard &amp; Writing 1.1 ELA Standard:</b> <i>PG Write On Track</i> , pp. 81-84, 102, 624  <b>I6-ELD Standard &amp; Writing 2.3 ELA Standard:</b> <i>PG Write On Track</i> , pp. 127-130, 155-158, 202, 204, 345-346, 606	147, 149-153, 154-159, 160-165  <b>I3-ELD Standard &amp; Writing 2.0 ELA Standard:</b> <i>SH Write On Track</i> , pp. 38-39, 77-79, 80-82, 90-93, 94-97, 98-101, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165  <b>I4-ELD Standard &amp; Writing 1.1 ELA Standard:</b> <i>SH Write On Track</i> , pp. 57-65  <b>I6-ELD Standard &amp; Writing 2.3 ELA Standard:</b> <i>SH Write On Track</i> , pp. 94-97, 126-133, 295, 298

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										<input type="checkbox"/> subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i> 1.5 Punctuate dates, city and state, and titles of books correctly. <input type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. <input checked="" type="checkbox"/> <i>Capitalization</i> 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <input checked="" type="checkbox"/> <i>Spelling</i> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, <input type="checkbox"/>	<b><u>I7-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> PG <i>Write On Track</i> , pp. 91, 110, 116, 124, 130, 134, 142, 144, 152, 157, 158, 162, 172, 176, 182, 190  <b><u>EA1-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> PG <i>Write On Track</i> , pp. 85-87  <b><u>EA3-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> PG <i>Write On Track</i> , pp. 87, 109, 145, 146  <b><u>EA5-ELD Standard</u></b>	<b><u>I7-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> SH <i>Write On Track</i> , pp. 38-39, 77-79, 80-82, 90-93, 94-97, 98-101, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165  <b><u>EA1-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> SH <i>Write On Track</i> , pp. 66-69  <b><u>EA3-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> SH <i>Write On Track</i> , pp. 66-69, 114-119 PG <i>Write On Track</i> , pp. 85-86, 143-144  <b><u>EA5-ELD Standard</u></b>

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		<b>Grade 3</b>	Primary Citation	Supporting Citation
										<input type="checkbox"/> <p>changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., <i>hair-hare</i>). 1.9 Arrange words in alphabetic order.</p>	<p><b><u>&amp; Writing 2.3 ELA Standard:</u></b> PG <i>Write On Track</i>, p. 158</p> <p><b><u>EA6-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> PG <i>Write On Track</i>, pp. 116, 128, 130, 140, 142, 144, 157, 162, 172, 176, 182</p> <p><b><u>EA7-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> PG <i>Write On Track</i>, pp. 91, 110, 116, 124, 130, 134, 142, 144, 152, 157, 158, 162, 172, 176, 182, 190</p>	<p><b><u>&amp; Writing 2.3 ELA Standard:</u></b> SH <i>Write On Track</i>, pp. 63, 127, 132</p> <p><b><u>EA6-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> SH <i>Write On Track</i>, pp. 38-39, 77-79, 80-82, 90-93, 94-97, 98-101, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165</p> <p><b><u>EA7-ELD Standard &amp; Writing 2.0 ELA Standard:</u></b> SH <i>Write On Track</i>, pp. 38-39, 77-79, 80-82, 90-93, 94-97, 98-101, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165</p>

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<b>X</b>	Beginning (B)	<b>X</b>	Early Advanced (EA)				
<b>X</b>	Early Intermediate (EI)	<b>X</b>	Advanced (A)				
<b>X</b>	Intermediate (I)						

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

<b>Grades 3-5 ELD Writing Strategies and Applications</b>						<b>ELA Standards</b>							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
												<p><b><u>EA9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</u></b>  <b><u>ELA Standard:</u></b>            PG <i>Write On Track</i>, pp. 73-76, 102</p> <p><b><u>A1-ELD Standard &amp; Writing 2.1 ELA Standard:</u></b>            PG <i>Write On Track</i>, pp. 115-118, 131-134, 169-173, 175-179, 181</p> <p><b><u>A2-ELD Standard &amp; Writing 1.1 ELA Standard:</u></b>            SH <i>Write On Track</i>, p. 63</p> <p><b><u>A3-ELD Standard &amp; Writing 2.1 ELA</u></b></p>	<p><b><u>EA9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</u></b>  <b><u>ELA Standard:</u></b>            SH <i>Write On Track</i>, pp. 13, 16, 50-51, 292-337            PG <i>Write On Track</i>, pp. 329-392</p> <p><b><u>A1-ELD Standard &amp; Writing 2.1 ELA Standard:</u></b>            SH <i>Write On Track</i>, pp. 82-85, 98-101, 149-153, 154-159, 160-165</p> <p><b><u>A2-ELD Standard &amp; Writing 1.1 ELA Standard:</u></b>            PG <i>Write On Track</i>, pp. 539, 560-565</p> <p><b><u>A3-ELD Standard &amp; Writing 2.1 ELA</u></b></p>

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<b>Grades 3-5 ELD Writing Strategies and Applications</b>						<b>ELA Standards</b>									
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation		Supporting Citation	
												<b>Standard:</b> PG <i>Write On Track</i> , pp. 115-118, 131-134, 169-173, 175-179, 181  <b>A4-ELD Standard &amp; Writing 2.0 ELA Standard:</b> PG <i>Write On Track</i> , pp. 116, 128, 130, 140, 142, 144, 157, 162, 172, 176, 182  <b>A5-ELD Standard &amp; Writing 2.0 ELA Standard:</b> PG <i>Write On Track</i> , pp. 116, 128, 130, 140, 142, 144, 157, 162, 172, 176, 182  <b>A6-ELD Standard &amp; Written and Oral</b>	<b>Standard:</b> SH <i>Write On Track</i> , pp. 82-85, 98-101, 149-153, 154-159, 160-165  <b>A4-ELD Standard &amp; Writing 2.0 ELA Standard:</b> SH <i>Write On Track</i> , pp. 38-39, 77-79, 80-82, 90-93, 94-97, 98-101, 108-113, 114-119, 120-125, 126-133, 135-141, 142-147, 149-153, 154-159, 160-165  <b>A5-ELD Standard &amp; Writing 2.0 ELA Standard:</b> SH <i>Write On Track</i> , pp. 11-27, 33-39, 41-55  <b>A6-ELD Standard &amp; Written and Oral</b>		

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<b>Grades 3-5 ELD Writing Strategies and Applications</b>						<b>ELA Standards</b>							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
												<b>English Language Conventions 1.1</b> <b>ELA Standard:</b> PG <i>Write On Track</i> , pp. 89-91	<b>English Language Conventions 1.1</b> <b>ELA Standard:</b> SH <i>Write On Track</i> , pp. 71-73
												<b>A8-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> PG <i>Write On Track</i> , pp. 73-76, 102	<b>A8-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> SH <i>Write On Track</i> , pp. 13, 16, 50-51, 292-337 PG <i>Write On Track</i> , pp. 329-392
												<b>A9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> PG <i>Write On Track</i> , pp. 73-76, 102	<b>A9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> SH <i>Write On Track</i> , pp. 13, 16, 50-51, 292-337 PG <i>Write On Track</i> , pp. 329-392

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