

Publisher: <b>Great Source Education Group</b>				Program Title: <b>Write Traits © 2002, Grade 3</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 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 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 checked="" 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> 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and	<b>B3-ELD Standard &amp; Written and Oral English Language Conventions 1.1 ELA Standard:</b> Teacher's Guide (TG) <i>Write Traits</i> , pp. 80-81, 83-84, 86-87  <b>B4-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 11, 12, 45, 53, 69, 90, 129  <b>B5-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 11, 12, 45, 53, 69, 90, 129  <b>B6-ELD Standard &amp; Written and Oral English Language</b>	<b>B4-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 26-27, 32-33, 35-36, 138  <b>B5-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 26-27, 32-33, 35-36, 138  <b>B6-ELD Standard &amp; Written and Oral English Language</b>	
<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 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. Arrange compositions according to simple organizational patterns.	<input type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms.				
<input checked="" type="checkbox"/> B3. Create simple sentences or phrases with some assistance.	<input 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 type="checkbox"/> EA3. Independently write simple responses to literature.	<input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events.				
<input checked="" type="checkbox"/> B4. Use models to write short narratives.	<input checked="" 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 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 type="checkbox"/> EA5. Independently write a persuasive					

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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 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 type="checkbox"/> I7. Produce independent writing that may include some inconsistent use of capitalization,	<input type="checkbox"/> letter with relevant evidence.  <input 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 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 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 type="checkbox"/> details. <i>Penmanship</i> <input 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>Conventions 1.7</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 98, 99, 104, 184  <b>B7-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 98, 99, 102, 178, 181, 184  <b>EI1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 11, 12, 45, 53, 69, 90, 129  <b>EI2-ELD Standard &amp; Writing 2.0 ELA Standard:</b> TG <i>Write Traits</i> , pp. 11, 12, 18	<b>Conventions 1.7</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 98-99, 104-105, 107-108, 176-187  <b>B7-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 98-99, 104-105, 107-108, 176-187  <b>EI1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 26-27, 32-33, 35-36, 138	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3	Primary Citation	Supporting Citation	
		<input checked="" type="checkbox"/>	at the end of a sentence and use some commas appropriately.	<input type="checkbox"/>	periods, and correct spelling.	<input type="checkbox"/>	grammatical forms, including inflections.		conventions of standard English.	<input checked="" type="checkbox"/>	<p><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:</p> <p>2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-</p>	<p><b>EI3-ELD Standard &amp; Writing 1.1 ELA Standard:</b> TG <i>Write Traits</i>, pp. 9, 12, 15, 29-30, 36, 69, 81, 126, 129, 135, 162</p> <p><b>EI5-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i>, p. 112</p> <p><b>EI7-ELD Standard &amp; Written and Oral English Language Conventions 1.7 ELA Standard:</b> TG <i>Write Traits</i>, pp. 98, 99, 104, 184</p> <p><b>EI8-ELD Standard &amp; Written and Oral English Language Conventions 1.0 ELA Standard:</b></p>	<p><b>EI7-ELD Standard &amp; Written and Oral English Language Conventions 1.7 ELA Standard:</b> TG <i>Write Traits</i>, pp. 98-99, 104-105, 107-108, 176-187</p> <p><b>EI8-ELD Standard &amp; Written and Oral English Language Conventions 1.0 ELA Standard:</b></p>

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										<p>chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.</p> <p><input type="checkbox"/> 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p><input 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</p>	<p>TG <i>Write Traits</i>, pp. 98, 99, 102, 178, 181, 184</p> <p><b>EI9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i>, pp. 98-99, 104-105, 107-108, 176-187</p> <p><b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i>, pp. 11, 12, 45, 53, 69, 90, 129</p> <p><b>I3-ELD Standard &amp; Writing 2.0 ELA Standard:</b> TG <i>Write Traits</i>, pp. 9, 12, 15, 30, 36, 45, 53, 69, 126, 153, 156, 162</p>	<p>TG <i>Write Traits</i>, pp. 98-99, 104-105, 107-108, 176-187</p> <p><b>EI9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i>, pp. 101-102</p> <p><b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i>, pp. 26-27, 32-33, 35-36, 138</p> <p><b>I3-ELD Standard &amp; Writing 2.0 ELA Standard:</b> TG <i>Write Traits</i>, pp. 26-27, 32-33, 35-36, 44-45</p>

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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.  <input checked="" type="checkbox"/> <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><u>14-ELD Standard &amp; Writing 1.1 ELA Standard:</u></b> TG <i>Write Traits</i> , pp. 9, 12, 15, 29-30, 36, 69, 81, 126, 129, 135, 162  <b><u>16-ELD Standard &amp; Writing 2.1 ELA Standard:</u></b> TG <i>Write Traits</i> , p. 112  <b><u>EA2-ELD Standard &amp; Writing 1.0 ELA Standard:</u></b> TG <i>Write Traits</i> , pp. 29-30  <b><u>EA9-ELD Standard &amp; Written and Oral English Language Conventions 1.0 ELA Standard:</u></b> TG <i>Write Traits</i> , pp. 98-99, 104-105, 107-	<b><u>EA2-ELD Standard &amp; Writing 1.0 ELA Standard:</u></b> TG <i>Write Traits</i> , pp. 22-23, 26-27, 35-36, 37  <b><u>EA9-ELD Standard &amp; Written and Oral English Language Conventions 1.0 ELA Standard:</u></b> TG <i>Write Traits</i> , pp. 101-102

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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. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. 1.4 Identify and use	108, 176-187  <b>A1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 11, 12, 45, 53, 69, 90, 129  <b>A3-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 11, 12, 45, 53, 69, 90, 129  <b>A5-ELD Standard &amp; Writing 1.0 ELA Standard:</b> TG <i>Write Traits</i> , pp. xv-xvii, 9, 12, 15, 17, 18, 29-30, 36, 47-48, 69, 71-72, 81, 83-84, 86-87, 90, 97-99, 101-102, 104-105, 107-108, 126, 129, 135, 162	<b>A1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 26-27, 32-33, 35-36, 138  <b>A3-ELD Standard &amp; Writing 2.1 ELA Standard:</b> TG <i>Write Traits</i> , pp. 26-27, 32-33, 35-36, 138

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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. <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,	<b>A8-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 98-99, 104-105, 107-108, 176-187  <b>A9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 98-99, 104-105, 107-108, 176-187	<b>A8-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 101-102  <b>A9-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> TG <i>Write Traits</i> , pp. 101-102	

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										<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>			

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