

Publisher: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
<p><b>Word Analysis</b></p> <p>☒ B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p>☒ B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p><b>English-Language Arts Content Standards Kindergarten</b></p>	<p><b>Word Analysis</b></p> <p>☒ EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p><b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b></p> <p>☒ EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and</p>	<p><b>Word Analysis</b></p> <p>☒ I1. Pronounce most English phonemes correctly while reading aloud.</p> <p><b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b></p> <p>☒ I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p><b>Grade One:</b></p>	<p><b>Word Analysis</b></p> <p>☒ EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b></p> <p>☒ EA2. Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p>	<p><b>Word Analysis</b></p> <p>☒ A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><b>English-Language Arts content Standards Kindergarten</b></p> <p>☒ A2. Match all consonant and short-vowel sounds to appropriate letters.</p> <p>☒ A3. Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>☒ A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><b>Grade One</b></p> <p>☒ A5. Generate the sounds from all</p>	<p><b>Reading</b></p> <p>☒ <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Concepts About Print</i></p> <p>☒ 1.1 Match oral words to printed words.</p> <p>☒ 1.2 Identify the title and author of a reading selection.</p>	<p><b>Standard 1.0 – 1.3, B1-B7, E11-EI3, EI8-EI15, I1-I8, I11-I15, EA1-EA6, EA13-EA24, A1-A11, A23-A32: <u>Level A-D, &amp; Levels D-G</u></b> Big Books, small books, &amp; Teacher Version</p> <p><b>Standard 1.0, 1.4 -1.15: Level A-D, Level D-G</b> Teacher Version Section: After reading - Responding to Text</p>	<p><b>Standard 1.0 – 1.17: <u>Level A-D</u></b> Literacy Learning Activities: p 16,19, 27, 32, 34,35,40, 43, 44, 48, 49, 50-51,54, 63, 64, 67, 68, 71, 79, 80 84, 91.</p> <p><u>Level D-G</u> Literacy Learning Activities: p. 17,19, 22, 26, 30, 32, 34, 36, 51, 64, 67, 80. 82, 83, 94, 100, 111</p>

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
<input checked="" type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods).  <input checked="" type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).  <input checked="" type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.  <input checked="" type="checkbox"/> B6. Retell simple stories by using drawings, words, or	three isolated phonemes (e.g., /f, s, th/, /j, d, j/).  <input checked="" type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt.  <b>Grade One: Phonemic Awareness</b>  <input checked="" type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words.  <input checked="" type="checkbox"/> EI5. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).	<b>Phonemic Awareness</b>  <input checked="" type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ).  <input checked="" type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends.  <input checked="" type="checkbox"/> I5. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).  <input checked="" type="checkbox"/> I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i> ).	<input checked="" type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables.  <input checked="" type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds.  <input checked="" type="checkbox"/> EA5. Track auditorily each word in a sentence and each syllable in a word.  <input checked="" type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words.  <b>Grade Two</b>  <input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words.  <input checked="" type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).  <input checked="" type="checkbox"/> A7. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.  <input checked="" type="checkbox"/> A8. Read compound words and contractions.  <input checked="" type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i> ).  <input checked="" type="checkbox"/> A10. Read common word families (e.g., -ite, -ate).	<input checked="" type="checkbox"/> 1.3 Identify letters, words, and sentences. <i>Phonemic Awareness</i> <input checked="" type="checkbox"/> 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ). <input checked="" type="checkbox"/> 1.6 Create and state a series of rhyming words, including consonant blends. <input checked="" type="checkbox"/> 1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ). <input checked="" type="checkbox"/> 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i> ). <input checked="" type="checkbox"/> 1.9 Segment single		

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
<p>phrases.</p> <p><input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p><b>Reading Comprehension</b></p> <p><input checked="" type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer,</p>	<p><b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness SAME AS EI12-13!</b></p> <p><input type="checkbox"/> EI6. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p><input type="checkbox"/> EI7. Identify and produce rhyming words in response to an oral prompt.</p> <p><b>Grade One: Phonemic Awareness</b></p>	<p><input checked="" type="checkbox"/> I7. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p//a/t/ = splat; /r/i/ch/ = rich).</p> <p><input checked="" type="checkbox"/> I8. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p><b>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</b></p> <p><input type="checkbox"/> I9. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).</p>	<p><input type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/ consonant-vowel = <i>sup/per</i>).</p> <p><input type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words.</p> <p><input type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p><input type="checkbox"/> EA11. Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p><input type="checkbox"/> EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.</p>	<p><input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech.</p> <p><b>Grade Two</b></p> <p><input type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p><input type="checkbox"/> A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p><input type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words.</p> <p><input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p>syllable words into their components (e.g., /c/a/t/ = cat; /s/p//a/t/. = splat; /r/i/ch/ = rich).</p> <p><i>Decoding and Word Recognition</i></p> <p><input checked="" type="checkbox"/> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p><input checked="" type="checkbox"/> 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input checked="" type="checkbox"/> 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p><input checked="" type="checkbox"/> 1.13 Read compound</p>		

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> drawing pictures). <input checked="" type="checkbox"/> B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input checked="" type="checkbox"/> B10. Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies). <input checked="" type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities. <input checked="" type="checkbox"/> B12. Identify, using	<input checked="" type="checkbox"/> E18. Distinguish initial, medial, and final sounds in single-syllable words.  <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> E19. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input checked="" type="checkbox"/> E110. Read simple vocabulary, phrases, and sentences independently. <input checked="" type="checkbox"/> E111. Read aloud an increasing number of English words.	<input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet.  <b>English-Language Arts Content Standards Kindergarten</b> <input checked="" type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book. <input checked="" type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page. <input checked="" type="checkbox"/> I13. Understand that printed materials provide information. <input checked="" type="checkbox"/> I14. Recognize that sentences in print	<b>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</b> <input checked="" type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters. <input checked="" type="checkbox"/> EA14. Read simple one-syllable and high-frequency words (i.e., sight words). <input checked="" type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One: Decoding and Word Recognition</b> <input checked="" type="checkbox"/> EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-	<input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).  <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> A17. Explain common antonyms and synonyms.  <b>English-Language Arts Content Standards Grade Two</b> <input type="checkbox"/> A18. Understand and explain common antonyms and synonyms. <input type="checkbox"/> A19. Recognize words that have multiple meanings in texts.  <b>English-Language Arts Content Standards Grade Two</b>	<input checked="" type="checkbox"/> words and contractions. <input checked="" type="checkbox"/> 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). <input checked="" type="checkbox"/> 1.15 Read common word families (e.g., -ite, -ate). <input checked="" type="checkbox"/> 1.16 Read aloud with fluency in a manner that sounds like natural speech. <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).  <input checked="" type="checkbox"/> <b>2.0 Reading Comprehension</b> Students read and understand grade-level-appropriate material.	<b>Standard 1.16:</b> Levels D-G Small Books & Teacher Version – <u>During Reading:</u> Observe and Support  <b>Standard 1.17,:</b> Level D-G Teacher Version: <u>Responding to Text, Possible Literary Focus</u>	Standard1.16: Literacy Learning Activities Level F p. 64  <b>Standard 1.17, EI9-EI10, EI14, I20-I21 Level D-G Literacy Learning Activities - Follow up activities and task cards.</b>

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
<p>key words or pictures, the basic sequence of events in stories read aloud.</p> <p><b>Literary Response and Analysis</b></p> <p><input checked="" type="checkbox"/> B13. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p><input checked="" type="checkbox"/> B14. Draw pictures related to a work of literature identifying setting and characters.</p>	<p><input checked="" type="checkbox"/> EI12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p><b>Reading Comprehension</b></p> <p><input checked="" type="checkbox"/> EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p> <p><input checked="" type="checkbox"/> EI14. Draw and label pictures related to a story topic or one's own experience.</p>	<p>are made up of separate words.</p> <p><input checked="" type="checkbox"/> I15. Distinguish letters from words.</p> <p><b>Grade One</b></p> <p><input checked="" type="checkbox"/> I16. Match spoken words to printed words.</p> <p><input checked="" type="checkbox"/> I17. Identify letters, words, and sentences.</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input checked="" type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by</p>	<p>vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p><input checked="" type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input checked="" type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i>-controlled letter- sounds associations to read words.</p> <p><input checked="" type="checkbox"/> EA19. Read compound words and contractions.</p> <p><input checked="" type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p><input checked="" type="checkbox"/> EA21. Read common word families (e.g., <i>-ite -ate</i>).</p>	<p><input type="checkbox"/> A20. Identify simple multiple-meaning words.</p> <p><input type="checkbox"/> A21. Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>English-Language Arts Content Standards Grade Two</b></p> <p><input type="checkbox"/> A21. Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p><input type="checkbox"/> A22. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.</p> <p><b>English-Language Arts Content Standards Kindergarten</b></p> <p><input checked="" type="checkbox"/> A23. Match all consonant and short-vowel sounds to appropriate letters.</p>	<p>They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and</p>	<p><b>Standard 2.0 – 2.7, B7-B12, E113-17, I23-I28, EA33 : Level A-D, &amp; Level D-G Big Books, Small Books, &amp; Teacher Version: Before Reading: Talk Through, During: Reading: Observe &amp; support, and After Reading: Comprehension &amp; Response activities; Responding to text &amp; Assessment Focus</b></p>	<p><b>Standard 2.1, 2.2, 2.7: Level D-G Teacher Version Literacy Learning Activities: Follow up Activities</b></p>

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
	<input checked="" type="checkbox"/> EI15. Understand and follow simple two-step directions for classroom activities.  <input checked="" type="checkbox"/> EI16. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.  <input checked="" type="checkbox"/> EI17. Draw logical inferences from a story read aloud.  <b>Literary Response and Analysis</b>  <input checked="" type="checkbox"/> EI18. Respond orally to factual comprehension questions about stories by answering in simple sentences.	recognizing and correcting errors when speaking or reading aloud.  <input checked="" type="checkbox"/> I19. Use decoding skills to read more complex words independently.  <b>English-Language Arts Content Standards Grade One</b>  <input checked="" type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).  <input checked="" type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs	<input checked="" type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech.  <b>Fluency and Systematic Vocabulary Development</b>  <input checked="" type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i> ) in stories or games.  <input checked="" type="checkbox"/> EA24. Use simple prefixes and suffixes when they are attached to known vocabulary.  <b>English-Language Arts Content Standards Grade Two</b>  <input type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> .	<input checked="" type="checkbox"/> A24. Read simple one-syllable and high-frequency words (i.e., sight words).  <input checked="" type="checkbox"/> A25. Understand that as letters change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One</b>  <input checked="" type="checkbox"/> A26. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.  <input checked="" type="checkbox"/> A27. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).  <input checked="" type="checkbox"/> A28. Use knowledge of vowel diagraphs and <i>r</i> -controlled letter-sound associations to read words.	contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.  <i>Structural Features of Informational Materials</i>  <input checked="" type="checkbox"/> 2.1 Identify text that uses sequence or other logical order.  <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>  <input checked="" type="checkbox"/> 2.2 Respond to <i>who, what, when, where, and how</i> questions.  <input checked="" type="checkbox"/> 2.3 Follow one-step written instructions.  <input checked="" type="checkbox"/> 2.4 Use context to resolve ambiguities about word and sentence meanings.  <input checked="" type="checkbox"/> 2.5 Confirm predictions about what will happen	<b>Standard 2.3, B11, EI15: Level A-D, D-G Literacy Activities Task Cards</b>	<b>Standard 2.1, 2.2, 2.7: Level D-G</b> Literacy Activities: p. 28 32, 36, 40, 44, 46, 48, 50, 52, 56, 60, 66, 68, 72, 74, 76, 78, 79, 88, 102, 104, 110

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
	<input type="checkbox"/> EI19. Recite simple poems. <input checked="" type="checkbox"/> EI20. Identify orally the setting and characters by using simple sentences and vocabulary.	and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).  <b>English-Language Arts Content Standards Kindergarten</b>  <input checked="" type="checkbox"/> I22. Describe common objects and events in both general and specific language.  <input checked="" type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading.	<input type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. <b>Reading Comprehension</b> <input type="checkbox"/> EA27. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.  <input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.  <input type="checkbox"/> EA29. Write a brief summary (three or four complete sentences) of a story. <input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings.	<input checked="" type="checkbox"/> A29. Read compound words and contractions. <input checked="" type="checkbox"/> A30. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).  <input checked="" type="checkbox"/> A31. Read common word families (e.g., -ite, -ate).  <input checked="" type="checkbox"/> A32. Read aloud with fluency in a manner that sounds like natural speech.  <b>Grade Two</b> <input type="checkbox"/> A33. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.  <input type="checkbox"/> A34. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel =	<input type="checkbox"/> next in a text by identifying key words (i.e., signpost words). <input checked="" type="checkbox"/> 2.6 Relate prior knowledge to textual information. <input checked="" type="checkbox"/> 2.7 Retell the central ideas of simple expository or narrative passages.  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended</i>	<b>Standard 3.3, EI18-, EI20, EA33: Level A-D, Level D-G - Student Books, Literacy Learning Activities</b>	

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		
		<input checked="" type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i> ).  <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.  <input checked="" type="checkbox"/> I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).  <input type="checkbox"/> EA33. Read a literary selection and orally identify the literary elements of plot, setting, and characters.  <input checked="" type="checkbox"/> EA34. Read a story and identify the beginning, middle, and end.	<input type="checkbox"/> <i>su/per; vowel-consonant/consonant-vowel = sup/per</i> .\)  <input type="checkbox"/> A35. Decode two-syllable nonsense words and regular multisyllable words.  <input type="checkbox"/> A36. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).  <input type="checkbox"/> A37. Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i> ) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).  <b>Reading Comprehension</b>  <input type="checkbox"/> A38. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and	<i>Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.  <i>Narrative Analysis of Grade-level-Appropriate Text</i>  <input type="checkbox"/> 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.  <input type="checkbox"/> 3.2 Describe the roles of authors and illustrators and their contributions to print materials.  <input checked="" type="checkbox"/> 3.3 Recollect, talk, and write about books read during the school year.		

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
		<input type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.  <input type="checkbox"/> I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.		content area texts.  <input type="checkbox"/> A39. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> A40. Read a variety of children’s literature and respond to it both orally and in writing.  <input type="checkbox"/> A41. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).  <input type="checkbox"/> A42. Compare and contrast different authors’ use of literary elements.			

\*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: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D, D - G			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation	
		<input type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual comprehension questions.						

\*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>.