

Publisher: Okapi Educational Materials				Program Title: Explorations A World of Nonfiction – Levels A – D, Levels D - G			
ELD Proficiency Levels:				FOR LEA USE ONLY 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 Writing Strategies and Applications					ELA Standards				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation		
<input 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 type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters.	<input type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events.	<input 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>	Standard 1.0 – 1.4: Level A-D, D-G Literacy Learning Activities – Follow –up activities and task cards. Standard1.0 – 1.2: Level A-D, D-G Literacy Learning Activities – Follow up Activities - Writing	B2, E12 Standard: <u>Level A – D</u> Literacy Learning Activities, p. 18, 22, 26, 31, 33-34, 37, 39, 45, 47, 48, 50, 58, 62, 66-67, 79, 82, 95 B3, E13 Standard: <u>Level D-G</u> Literacy Learning Activities, p. 18, 21, 23, 25, 37, 45, 52, 55, 64, 69.73, 87, 90 I2, EA5 Standard: <u>Level B– D</u> Literacy Learning Activities, p. 29, 49, 53, 59, 61, 70, 73, 75, 77, 78, 85, 89 EA1 Standard: Level C-D Literacy Learning Activities, p. 52, 68, 93		
<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"/> EA1. Proceed through the writing process to write short paragraphs that maintain a consistent focus.	<input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events.	<input checked="" type="checkbox"/> 1.1 Select a focus when writing.				
<input checked="" type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher.	<input 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 checked="" type="checkbox"/> EA2. 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 Use descriptive words when writing. <i>Penmanship</i>				
<input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.		<input checked="" type="checkbox"/> I4. Write simple sentences appropriate for language arts and	<input type="checkbox"/> EA3. Write a	<input type="checkbox"/>	<input checked="" type="checkbox"/> 1.3 Print legibly and space letters, words,				

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		<input type="checkbox"/> other content areas (e.g., math, science, social studies). <input type="checkbox"/> I5. Write a friendly letter of a few lines.	<input type="checkbox"/> formal letter. <input type="checkbox"/> EA4. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).	<input type="checkbox"/> A4. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<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 drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade one outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write brief	<input type="checkbox"/> and sentences appropriately.	Standard 2.0 – 2.2: Level A-D, D-G Literacy Learning Activities –Follow Up Activities - Writing	Standard 2.0 – 2.2: Level D-G Literacy Learning Activities , p. 18, 20,27, 312, 39, 42, 43, 46, 50, 52,55, 56, 59, 60, 62, 66,70. 76, 78, 80, 82, 84, 87, 90. 91, 94-96, 98-99,102,104,106,110.

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										<input checked="" type="checkbox"/> narratives (e.g., fictional, autobiographical) describing an experience. 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details. <u>Written And Oral English Language Conventions</u> 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.			

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										<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> <input checked="" type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input checked="" type="checkbox"/> 1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and	Standard 1.0 – 1.4: Level A-D, D-G Teacher Version Section – <u>Responding to Text, Possible assessment focus, ESL possibilities</u> Standard 1.2: Level A-D, D-G Literacy Learning Activities – Follow-up activities and task cards.	Standard 1.0-1.8: Levels D-G Literacy Learning Activities 18, 39, 42, 50, 58-59, 60, 76, 82, 84, 87, 90, 94, 96, 99, 104, 110	

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					<input checked="" type="checkbox"/> speaking. <i>Punctuation</i> <input checked="" type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. <input checked="" type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input checked="" type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> <input checked="" type="checkbox"/> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> <input checked="" type="checkbox"/> 1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight			

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											words correctly.		

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