

Publisher: Okapi Educational Materials				Program Title: Explorations – A World of Nonfiction, Levels G - J			
ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
	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 2	Primary Citation	Supporting Citation
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	<input checked="" type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> 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/). Grade One:	<input checked="" type="checkbox"/> Word Analysis 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). English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Word Analysis 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). English-Language Arts content Standards Kindergarten <input type="checkbox"/> A2. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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. <i>Decoding and Word Recognition</i> <input checked="" type="checkbox"/> 1.1 Recognize and use knowledge of	Standard 1.0– 1.10, E11, E110- E112, I1, I9- I10, EA1, EA7-12, EA25-EA26. A1, A12- A16, A21- A23, A34- 38: Level G-J Small books &Teacher Version	Standard 1.0– 1.10: Level D-G Literacy Learning Activities: p. 17,19, 22, 26, 30, 32, 34, 36, 51, 64, 67, 80. 82, 83, 94, 100, 111 Standard 1.0– 1.10: Level G -J Teacher Version – <u>Being a code Breaker & ESL Possibilities</u> Standard

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<input type="checkbox"/> Kindergarten <input type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using	<input type="checkbox"/> three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness <input type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words. <input 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).	Phonemic Awareness <input type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends. <input 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 type="checkbox"/> I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f//a/t/ = <i>flat</i>).	<input type="checkbox"/> (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). <input type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input 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. Grade Two	<input checked="" type="checkbox"/> Grade One <input type="checkbox"/> A5. 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 type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> A7. Use knowledge of vowel digraphs and r-controlled letter- sound associations to read words. <input type="checkbox"/> A8. Read compound words and contractions. <input 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"/> spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" type="checkbox"/> 1.2 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>). <input checked="" type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words. <input checked="" type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> 1.5 Identify and		1.2,1.3: Literacy Learning Act. Level G-J p. 21, 51, 58, Standard EA10, 1.5, 1.9 Level G-J Literacy Learning Act. p. 26, 30, 38, 40, 76,101 Standard A6: Level G-J Literacy Learning Act. p. 88, 97

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<input type="checkbox"/> drawings, words, or phrases. <input 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). <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching)	<input type="checkbox"/> English-Language Arts Content Standards Kindergarten: Phonemic Awareness <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/). <input type="checkbox"/> EI7. Identify and produce rhyming words in response to an oral prompt. <input type="checkbox"/> Grade One: Phonemic Awareness	<input type="checkbox"/> I7. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). <input type="checkbox"/> I8. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. <input checked="" type="checkbox"/> English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input checked="" type="checkbox"/> I9. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input checked="" type="checkbox"/> I10. Recognize and	<input checked="" type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" 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>). <input checked="" type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words. <input checked="" type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	<input checked="" type="checkbox"/> A10. Read common word families (e.g., -ite, -ate). <input checked="" type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech. <input checked="" type="checkbox"/> Grade Two <input checked="" type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" 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>). <input checked="" type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words.	<input checked="" type="checkbox"/> correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <input checked="" type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <input checked="" type="checkbox"/> <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms. <input checked="" type="checkbox"/> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	Standard 1.7, EI9, I24, EA23-EA24, A17-A18: Level G-J Teacher Version – <u>Vocabulary, ESL Possibilities, Responding to Text, & Possible Literary Focus</u> Standard 1.10, EI9-EI11: Level G - J Small bk. & Teacher version	Standard 1.6: Level G-J Literacy Learning Act. p. 22, 47, 50, 54, Standard 1.7, 1.8 EI9, I24, EA24, A17-A18: Level G-J Literacy Learning Act. p. 44, 48, 52.66,102 Standard EI9- EI11, Level G-J Liter. Learning Act. P. 37. 60, 62, 64, 70, 89, I23,	

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<input type="checkbox"/> objects, pointing to an answer, drawing pictures). B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B10. Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/> E18. Distinguish initial, medial, and final sounds in single-syllable words. Fluency and Systematic Vocabulary Development <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.	name all uppercase and lowercase letters of the alphabet. English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> I13. Understand that printed materials provide information. <input type="checkbox"/> I14. Recognize that sentences in print are made up of separate words.	<input type="checkbox"/> EA11. Read aloud fluently and accurately and with appropriate intonation and expression. <input type="checkbox"/> EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition <input type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters. EA14. Read simple one-	<input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>). <input checked="" type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i>). Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> A17. Explain common antonyms and synonyms. <input checked="" type="checkbox"/> English-Language Arts Content Standards Grade Two <input type="checkbox"/> A18. Understand and explain common antonyms and synonyms. <input checked="" type="checkbox"/> A19. Recognize words that have multiple meanings in	<input checked="" type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>). 1.10 Identify simple multiple-meaning words. 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from	Standard 2.0 – 2.7, E113, E116-E118, I25-I29, EA27-EA31, A18-A20, A39-40 : Level G-J	I29, 94-95, 98,

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	<input type="checkbox"/> poems. <input type="checkbox"/> EI21. Identify orally the setting and characters by using simple sentences and vocabulary.	<input type="checkbox"/> discussions, mediation of conflicts). English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I22. Describe common objects and events in both general and specific language. <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove</i> ,	<input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <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. English-Language Arts Content Standards Grade Two <input checked="" type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <input checked="" type="checkbox"/> EA26. Use decoding skills and knowledge of	<input checked="" type="checkbox"/> recognizable words. <input checked="" type="checkbox"/> A28. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input checked="" type="checkbox"/> A29. Use knowledge of vowel diagraphs and r-controlled letter-sound associations to read words. <input checked="" type="checkbox"/> A30. Read compound words and contractions. <input checked="" type="checkbox"/> A31. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input checked="" type="checkbox"/> A32. Read common word families (e.g., <i>-ite, -ate</i>). <input checked="" type="checkbox"/> A33. Read aloud with fluency in a manner that sounds like natural speech. Grade Two	<input type="checkbox"/> informational text. <input type="checkbox"/> 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>). 2.5 Restate facts and details in the text to clarify and organize ideas. 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. <input type="checkbox"/> 2.8 Follow two-step written instructions.	Standard 2.7, E114: L. G-J Teacher version: <u>Selected text features</u>	

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				<input checked="" type="checkbox"/> <i>jumping</i>). Reading Comprehension <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 checked="" type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the	<input type="checkbox"/> academic and social vocabulary to begin independent reading. Reading Comprehension <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	<input checked="" type="checkbox"/> A34. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" type="checkbox"/> A35. 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>). <input checked="" type="checkbox"/> A36. Decode two-syllable nonsense words and regular multisyllable words. <input checked="" type="checkbox"/> A37. Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>). <input checked="" type="checkbox"/> A38. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i>).	<input type="checkbox"/> 3.0 Literary Response and Analysis 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 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-</i>	Literacy Learning Act. – Follow-up & Task cards		

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				<input checked="" type="checkbox"/> inferences. <input checked="" type="checkbox"/> I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities. Literary Response and Analysis <input checked="" type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts. <input type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> basic text features, such as the title, table of contents, and chapter headings. EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and Analysis EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). EA33. Read a literary selection and orally identify the literary elements of plot, setting, and characters.	<input type="checkbox"/> Reading Comprehension A39. 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 content area texts. A40. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis A41. Read a variety of children's literature and respond to it both orally and	<i>Appropriate Text</i> 3.1 Compare and contrast plots, settings, and characters presented by different authors. 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. 3.3 Compare and contrast different versions of the same stories that reflect different cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.						

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						EA34. Read a story and identify the beginning, middle, and end.		in writing. A42. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). A43. Compare and contrast different authors' use of literary elements.					

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