

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 Writing Strategies and Applications						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	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 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"/> 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> 1.1 Group related ideas and maintain a consistent focus. <i>Penmanship</i> 1.2 Create readable	Standard 1.0 – 1.4: Level G-J Literacy Learning Activities – Follow-up activities and task cards. Standard 1.0 – 1.2: Level G-J Teacher Version Section – <u>Writing links</u> & Literacy Learning Activities – Follow up Activities on <u>Writing</u>	EI11, E12 Standard: <u>Level G-J Literacy Learning Activities</u> , p. 20, 24, Standard 1.0 – 1.4: <u>Level G-J Literacy Learning Activities</u> p.18, 21, 24, 28, 29, 32-33, 41 49, 53, 57, 65, 68, 69, 72, 76,77, 82, 84-85, 86, 93, 96, 100,104, 108,110, 112 –113
<input 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"/> EA2. 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 type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher.	<input checked="" 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"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms.			
<input 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"/> EA4. Write a formal letter.	<input type="checkbox"/> A4. Proceed through the writing			

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				<input type="checkbox"/> other content areas (e.g., math, science, social studies). <input type="checkbox"/> 15. Write a friendly letter of a few lines.	<input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).		process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<input type="checkbox"/> documents with legible handwriting. <i>Research</i> <input type="checkbox"/> 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.4 Revise original drafts to improve sequence and provide more descriptive detail. <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		

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 2
										<p>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 two outlined in Writing Standard 1.0, students:</p> <p><input checked="" type="checkbox"/> 2.1 Write brief narratives based on their experience:</p> <p>a. Move through a logical sequence of events.</p> <p>b. Describe the setting, characters, objects, and events in detail.</p> <p><input type="checkbox"/> 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.</p>	<p>Standard 2.1a: Level G-J Teacher Version – Writing Links</p>	<p>Standard 2.1a: Level G-J Teacher version: <u>Assessment Focus</u></p>

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										<p><u>Writing 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.</p> <p><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.</p>	<p>Standard 1.0: Level G-J Teacher Version Section – <u>Responding to Text, Possible assessment focus, ESL possibilities</u></p>		

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								<input checked="" type="checkbox"/> <i>Sentence Structure</i> 1.1 Distinguish between complete and incomplete sentences. <input checked="" type="checkbox"/> 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> <input checked="" type="checkbox"/> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. <input type="checkbox"/> <i>Punctuation</i> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. <input type="checkbox"/> 1.5 Use quotation marks correctly. <i>Capitalization</i>	Standard 1.1 & 1.2, 1.7-1.8: Level D-G Literacy Learning Activities – Follow -up activities and task cards. Standard 1.3: Level D-G <u>ESL Possibilities</u> (listed on Teacher Version Books and in the Literacy Learning Book p. 11-16	Standard 1.3 Level D-G Literacy Learning Activities p. 30, 36, 38, 46, 48, 50, 62, 74, 81, 90, 95,

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										<input type="checkbox"/> 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. <i>Spelling</i> <input checked="" type="checkbox"/> 1.7 Spell frequently used, irregular words correctly e.g., <i>was, were, says, said, who, what, why</i> . <input checked="" type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.		Standard 1.7-1.8: Level D-G Literacy Learning Activities p. 88, 97	

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