

Publisher: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A - D			
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 Kindergarten	Primary Citation	Supporting Citation
<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</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,</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>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-</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><b>Reading</b></p> <p>☒ <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p> <p><i>Concepts About Print</i></p> <p>☒ 1.1 Identify the front cover, back cover, and title page of a book.</p> <p>☒ 1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>☒ 1.3 Understand that print materials provide information.</p> <p>☒ 1.4 Recognize that sentences in print are made up of separate</p>	<p>Standard 1.0 – 1.18, B1-B7, E11-E13, I1-I2, I11-I15, EA1-EA3, EA13-EA15, A2-A4, A23-A25: Level A-D Small Books, &amp; Teacher Version: Before, During, After Reading and Assessment</p>	<p><b>Standard 1.0 –1.18, B1-B7, E11-E13, I1-I2, I11-I15, EA1-EA3 EA13-EA15: Level A-D Literacy 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.</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			
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 Kindergarten	Primary Citation	Supporting Citation
<p><b>Kindergarten</b></p> <p><input checked="" type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p><input checked="" type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p><input checked="" type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p><input checked="" type="checkbox"/> B6. Retell simple</p>	<p>and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p><input checked="" type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt.</p> <p><b>Grade One: Phonemic Awareness</b></p> <p><input type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words.</p> <p><input type="checkbox"/> EI5. Recognize English phonemes that do not correspond to sounds students hear and produce,</p>	<p><b>Grade One: Phonemic Awareness</b></p> <p><input type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p><input type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends.</p> <p><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>).</p> <p><input type="checkbox"/> I6. Blend two to four phonemes into recognizable words</p>	<p>consonant).</p> <p><input checked="" type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables.</p> <p><input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p><input type="checkbox"/> EA5. Track auditorily each word in a sentence and each syllable in a word.</p> <p><input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words.</p> <p><b>Grade Two</b></p> <p><input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings)</p>	<p><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.</p> <p><input type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input type="checkbox"/> A7. Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p><input type="checkbox"/> A8. Read compound words and contractions.</p> <p><input type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).</p> <p><input type="checkbox"/> A10. Read common word families (e.g.,</p>	<p>words.</p> <p><input checked="" type="checkbox"/> 1.5 Distinguish letters from words.</p> <p><input checked="" type="checkbox"/> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. <i>Phonemic Awareness</i></p> <p><input checked="" type="checkbox"/> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., <i>lf, s, thl, lj, d, jf</i>).</p> <p><input checked="" type="checkbox"/> 1.8 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.,</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			
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 Kindergarten	Primary Citation	Supporting Citation
<p>stories by using drawings, words, or 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</p>	<p>(e.g., <i>a</i> in <i>cat</i> and final consonants).</p> <p><b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b></p> <p><input type="checkbox"/> EI2. 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>(e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p><input type="checkbox"/> I7. Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p><input 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</p>	<p>when reading.</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</p>	<p>-ite, -ate).</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</p>	<p>vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p><input checked="" type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p><input checked="" type="checkbox"/> 1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><input checked="" type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p><input checked="" type="checkbox"/> 1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p><input checked="" type="checkbox"/> 1.3 Count the number of sounds in syllables and syllables in words. <i>Decoding and Word</i></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			
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 Kindergarten	Primary Citation	Supporting Citation
<p>(e.g., matching objects, pointing to an answer, drawing pictures).</p> <p><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.</p> <p><input checked="" type="checkbox"/> B10. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).</p> <p><input checked="" type="checkbox"/> B11. Understand and follow simple one-step directions</p>	<p><input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt.</p> <p><b>Grade One: Phonemic Awareness</b></p> <p><input type="checkbox"/> EI8. Distinguish initial, medial, and final sounds in single-syllable words.</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> EI9. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and</p>	<p>abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p><input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p><b>English-Language Arts Content Standards Kindergarten</b></p> <p><input checked="" type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book.</p> <p><input checked="" type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page.</p> <p><input checked="" type="checkbox"/> I13. Understand that printed materials</p>	<p>and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p><b>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</b></p> <p><input checked="" type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters.</p> <p><input checked="" type="checkbox"/> EA14. Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p><input checked="" type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><b>Grade One: Decoding and Word Recognition</b></p>	<p>abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p><input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> A17. Explain common antonyms and synonyms.</p> <p><b>English-Language Arts Content Standards Grade Two</b></p> <p><input type="checkbox"/> A18. Understand and explain common antonyms and synonyms.</p> <p>Recognize words that have multiple meanings in texts.</p>	<p><i>Recognition</i></p> <p><input checked="" type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p><input checked="" type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p><input checked="" type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <i>Vocabulary and Concept Development</i></p> <p><input checked="" type="checkbox"/> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p><input checked="" type="checkbox"/> 1.18 Describe common objects and events in both general and specific language.</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			
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 Kindergarten	Primary Citation	Supporting Citation
<p>for classroom activities.</p> <p><input checked="" type="checkbox"/> B12. Identify, using 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</p>	<p>academic settings.</p> <p><input type="checkbox"/> EI10. Read simple vocabulary, phrases, and sentences independently.</p> <p><input type="checkbox"/> EI11. Read aloud an increasing number of English words.</p> <p><input 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>provide information.</p> <p><input checked="" type="checkbox"/> I14. Recognize that sentences in print are made up of separate words.</p> <p><input checked="" type="checkbox"/> I15. Distinguish letters from words. <b>Grade One</b></p> <p><input type="checkbox"/> I16. Match spoken words to printed words.</p> <p><input type="checkbox"/> I17. Identify letters, words, and sentences.</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> I18. Demonstrate</p>	<p><input type="checkbox"/> EA16. 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 type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i>-controlled letter- sounds associations to read words.</p> <p><input type="checkbox"/> EA19. Read compound words and contractions.</p> <p><input type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look,</i></p>	<p><b>English-Language Arts Content Standards Grade Two</b></p> <p><input type="checkbox"/> A19. Identify simple multiple-meaning words.</p> <p><input type="checkbox"/> A20. 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</b></p>	<p><input checked="" type="checkbox"/> <b>2.0 Reading Comprehension</b> Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Locate the title, table of contents, name of author, and</p>	<p><b>Standard 2.0 – 2.1-2.5, B8-B12, I23-I24, E113-14:</b> Level A-D Big Books, Small Books, &amp; Teacher Version: Before Reading: Talk Through, During:, Reading: Observe &amp; support, and After Reading: Checking Comprehension &amp; Responding to text</p>	<p><b>Standard 2.0 – 2.5: Level A-D Literacy Activities:</b> p. 16, 17, 20-21, 23, 24, 28, 32, 36, 38, 40, 44-48, 52-60, 64-65, 68, 69, 72-76, 80, 81, 84, 88, 92, 94</p> <p><b>Standard 2.1 – 2.3: Level A-D Teacher Version Section: After Reading: Assessment</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			
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 Kindergarten	Primary Citation	Supporting Citation
	<input 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.  <input type="checkbox"/> EI19. Recite simple poems. <input checked="" type="checkbox"/> EI20. Identify orally the setting and characters by using simple sentences and vocabulary.	<input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs 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.	<b>Two</b> <input type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <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.	sight words (e.g., <i>the, have, said, come, give, of</i> ). <input type="checkbox"/> A28. Use knowledge of vowel diagraphs and <i>r</i> -controlled letter-sound associations to read words. <input type="checkbox"/> A29. Read compound words and contractions. <input type="checkbox"/> A30. Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ). <input type="checkbox"/> A31. Read common word families (e.g., <i>-ite, -ate</i> ). <input type="checkbox"/> A32. Read aloud with fluency in a manner that sounds like natural speech.  <b>Grade Two</b>	<i>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>  3.1 Distinguish fantasy from realistic text.  3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). <input type="checkbox"/> 3.3 Identify characters, settings, and important events.  <input checked="" type="checkbox"/>	<b>Standard 3.3, B13-B14, E118, EI20, I22-I23: Literacy Learning Activities – Follow-up activities, Small Books &amp; Teacher Version: Responding to Text &amp; Assessment</b>	Standard 2.4 2.5: <b>Level A-D Teacher Version- Responding to Text &amp; Assessment</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			
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 Kindergarten	Primary Citation	Supporting Citation
		<input checked="" 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> , <i>jumping</i> ).  <b>Reading Comprehension</b>  <input type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.	<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 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). Read a literary selection and orally identify the literary	<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 = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>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.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i> ).  <input type="checkbox"/> A37. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i> ).			

\*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			
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 Kindergarten	Primary Citation	Supporting Citation
		<input 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"/> 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.	<input type="checkbox"/> EA33. Read a story and identify the beginning, middle, and end.	<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 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).			

\*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			
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 Kindergarten	Primary Citation	Supporting Citation	
		<b>Literary Response and Analysis</b> <input 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"/> 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>.