

Publisher: Okapi Educational Materials				Program Title: Explorations: A World of Nonfiction – Levels A-D			
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			
<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	Grade Kindergarten	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 words and brief sentences that are legible. <i>Organization and Focus</i>	Standard 1.0 – 1.4: Level A-D, Literacy Learning Activities – Follow –up activities and task cards. Standard 1.0 – 1.3: Level A-D Literacy Learning Activities – <u>Follow Up Activities - Writing</u>	B2, E12 Standard: Level A – D Literacy Learning Activities, p. 18, 22, 26, 31, 33-34, 37, 39, 45, 47, 48, 50, 58, 62, 66-67, 79, 82, 95 B3, E12 Standard: Level A – D Literacy Learning Activities, p. 18, 21, 23, 25, 37, 45, 52, 55, 64, 69.73, 87, 90 E13, I2, EA5 Standard: Level B– D Literacy Learning Activities, p. 29, 49, 53, 59, 61, 70, 73, 75, 77, 78, 85, 89 EI 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 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 checked="" type="checkbox"/> 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.			
<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 type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	<input 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 checked="" type="checkbox"/> 1.2 Write consonant-vowel-consonant- words (i.e, demonstrate the alphabetic principle).			
<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	<input type="checkbox"/> EA4. Write a		<input checked="" type="checkbox"/> 1.3 Write by moving form left to right and from top to bottom. <i>Penmanship</i>			
					<input checked="" type="checkbox"/> 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters. Written And Oral English			

*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).

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
		<input type="checkbox"/> sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> 15. Write a friendly letter of a few lines.	<input checked="" type="checkbox"/> formal letter. <input checked="" type="checkbox"/> EA5. 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 type="checkbox"/> Language Conventions 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.	<input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input checked="" type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	Standard 1.0-1.1, EA5: Level A-D Teacher Version Section – <u>Responding to Text & Assessment</u> Standard 1.2: Level A-D, Literacy Learning Activities – Follow –up activities and task cards.	

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