

Publisher: Zoo-phonics Inc.				Program Title: Using the Wild to Teach the Child			
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 checked="" 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 checked="" type="checkbox"/>	I1. Write short narrative stories that include the elements of setting and characters.	<input checked="" 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 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 Select a focus when writing. 1.2 Use descriptive words when writing. <i>Penmanship</i>	<u>B1-5 ELD & 1.1, 1.2 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93	
<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"/>	EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input checked="" type="checkbox"/>	A2. Write short narratives that describe the setting, characters, objects, and events.	<u>EI1-6 ELD & 1.1-3 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93	
<input checked="" 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"/>	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"/>	EA4. Write a formal letter.	<input type="checkbox"/>	A3. Produce independent writing by using correct grammatical forms.	<u>11-4 ELD & 1.1-3 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93	
<input checked="" type="checkbox"/>	B4. Write a phrase or simple sentence about an experience generated from a group story.	<input checked="" type="checkbox"/>	EI3. Write one to two simple sentences (e.g., "I went to the park"). English Language	<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	<input checked="" type="checkbox"/>	A4. Proceed through the writing		

*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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<input checked="" type="checkbox"/> English Language Conventions <input checked="" type="checkbox"/> B5. Use capitalization when writing one's own name.	Conventions <input checked="" type="checkbox"/> E14. Use capitalization to begin sentences and for proper nouns. <input checked="" type="checkbox"/> E15. Use a period or question mark at the end of a sentence. <input checked="" type="checkbox"/> E16. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	other content areas (e.g., math, science, social studies). <input type="checkbox"/> I5. Write a friendly letter of a few lines. English Language Conventions <input checked="" type="checkbox"/> I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. <input type="checkbox"/> I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb	<input checked="" type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed). English Language Conventions <input checked="" type="checkbox"/> EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. <input type="checkbox"/> EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	process to write clear and coherent sentences and paragraphs that maintain a consistent focus. English Language Conventions <input checked="" type="checkbox"/> A5. Use complete sentences and correct word order. <input type="checkbox"/> A6. Use correct parts of speech, including correct subject/verb agreement. <input type="checkbox"/> A7. Edit writing for punctuation, capitalization, and spelling. <input type="checkbox"/> A8. Produce writing	<input checked="" type="checkbox"/> 1.3 Print legibly and space letters, words, and sentences appropriately. <input 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	<u>EA 1, 5, 6 ELD & 1.1-3 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93 <u>EA 8 ELD & 1.7 ELA Standard</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93 <u>A2 ELD & 1.1-3, 2.1 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93	

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					without inflections).	<input type="checkbox"/>	EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).		that demonstrates a command of the conventions of standard English.	<input checked="" type="checkbox"/>	Writing Standard 1.0, students: 2.1 Write brief 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.		
							English– Language Arts Content Standards			<input type="checkbox"/>			
						<input checked="" type="checkbox"/>	<i>Spelling</i> Grade One 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.						
						<input type="checkbox"/>	Grade Two 1.7 Spell frequently used, irregular words correctly (e.g., was, were,				<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		

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					says, said, who, what, why).		<input type="checkbox"/> listening and speaking because these conventions are essential to both sets of skills. <input 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 type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns.		

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											<input 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 speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. <input type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i>		

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										<input type="checkbox"/> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> <input type="checkbox"/> 1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.		

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