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|-----------------------------|-------------------------|--|---|--|--|
| 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) | | Early Advanced (EA) | | |
| | Early Intermediate (EI) | | Advanced (A) | | |
| | 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 checked="" type="checkbox"/> B1. Copy the English alphabet legibly. <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"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story. | <input type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <input 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 type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park"). English Language | <input type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters. <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <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"/> I4. Write simple sentences appropriate for language arts and | <input type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events. <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 type="checkbox"/> EA4. Write a formal letter. | <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"/> A2. Write short narratives that describe the setting, characters, objects, and events. <input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms. <input type="checkbox"/> A4. Proceed through the writing | <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> <input type="checkbox"/> 1.1 Group related ideas and maintain a consistent focus. <i>Penmanship</i> <input type="checkbox"/> 1.2 Create readable | <u>B1-5 ELD & 1.0 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93 | | |

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| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 2 | Primary Citation | Supporting Citation | |
| <input checked="" type="checkbox"/> <p>English Language Conventions</p> <p>B5. Use capitalization when writing one's own name.</p> | <p>Conventions</p> <p><input type="checkbox"/> E14. Use capitalization to begin sentences and for proper nouns.</p> <p><input type="checkbox"/> E15. Use a period or question mark at the end of a sentence.</p> <p><input type="checkbox"/> E16. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.</p> | <p>other content areas (e.g., math, science, social studies).</p> <p><input type="checkbox"/> 15. Write a friendly letter of a few lines.</p> <p>English Language Conventions</p> <p>16. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>17. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</p> | <p><input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).</p> <p>English Language Conventions</p> <p><input type="checkbox"/> EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</p> <p><input type="checkbox"/> EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb</p> | <p>process to write clear and coherent sentences and paragraphs that maintain a consistent focus.</p> <p>English Language Conventions</p> <p><input type="checkbox"/> A5. Use complete sentences and correct word order.</p> <p><input type="checkbox"/> A6. Use correct parts of speech, including correct subject/verb agreement.</p> <p><input type="checkbox"/> A7. Edit writing for punctuation, capitalization, and spelling.</p> <p><input type="checkbox"/> A8. Produce writing that demonstrates</p> | <p><input type="checkbox"/> documents with legible handwriting.</p> <p><i>Research</i></p> <p><input type="checkbox"/> 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p> <p><i>Evaluation and Revision</i></p> <p><input type="checkbox"/> 1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p> <p><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</p> | | | |

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| | | | <input type="checkbox"/> agreement). <input type="checkbox"/> EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). English–Language Arts Content Standards <i>Spelling</i> <input type="checkbox"/> 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 | a command of the conventions of standard English. | <input type="checkbox"/> 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: <input type="checkbox"/> 2.1 Write brief narratives based on their experience: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. <input type="checkbox"/> 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature. | | | |

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| Beginning | | Early Intermediate | | Intermediate | | Early Advanced (e.g., was, were, says, said, who, what, why). | | Advanced | | Grade 2 | | Primary Citation | Supporting Citation |
| | | | | | | | | | | <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 type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of</p> | | | |

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| Beginning | | Early Intermediate | | Intermediate | | Early Advanced | | Advanced | | Grade 2 | | Primary Citation | Supporting Citation |
| | | | | | | | | | | <input type="checkbox"/> standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Distinguish between complete and incomplete sentences. <input type="checkbox"/> 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. | | | |

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| | | | | | <input type="checkbox"/> 1.5 Use quotation marks correctly. <i>Capitalization</i> | | | |
| | | | | | <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 type="checkbox"/> 1.7 Spell frequently used, irregular words correctly e.g., <i>was, were, says, said, who, what, why</i> . 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. | | | |

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