

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 Kindergarten	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 checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <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"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input checked="" type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters. <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"/> 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	<input checked="" 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	<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"/> 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	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write words and brief sentences that are legible. <i>Organization and Focus</i> <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"/> 1.2 Write consonant-vowel-consonant-words (i.e, demonstrate the alphabetic principle). <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	<u>B1-5 ELD & 1.1 ELA Standard</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-84, 89-91 <u>B1-5 ELD & 1.2 ELA Standard</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 85 <u>B1-5 ELD & 1.6 ELA Standard</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 85-87			

*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>.

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<input checked="" type="checkbox"/>	<u>English Language Conventions</u> B5. Use capitalization when writing one's own name.	<input type="checkbox"/>	<u>English Language Conventions</u> EI4. Use capitalization to begin sentences and for proper nouns. <input checked="" type="checkbox"/> EI5. Use a period or question mark at the end of a sentence. <input checked="" type="checkbox"/> EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	<input type="checkbox"/>	language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> I5. Write a friendly letter of a few lines. <u>English Language Conventions</u> <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	<input type="checkbox"/>	letter. EA5. Produce independent writing with consistent use of standard grammatical forms (some rules may not be followed). <u>English Language Conventions</u> <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	<input type="checkbox"/>	through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus. <u>English Language Conventions</u> <input checked="" type="checkbox"/> A5. Use complete sentences and correct word order. <input checked="" 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"/>	letters of the alphabet independently, attending to the form and proper spacing of the letters. <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 listening and speaking because these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language	Activity Worksheets for the Student pp. 50-51 <u>EI1-6 ELD & 1.1-1.4 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93 <u>11, 2, 6 ELD & 1.1-1.4 ELA Standards</u> "Using the Wild to Teach the Child", Lesson Guide for the teacher pp. 78-93 <u>EA 1 & 6 ELD & 1.1-1.4 ELA Standards</u> "Using the Wild to Teach the Child",	

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		(e.g., subject/verb without inflections).	<input type="checkbox"/> (e.g., subject/verb 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> Grade One <input type="checkbox"/> 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly. Grade Two <input type="checkbox"/> 1.7 Spell frequently	<input type="checkbox"/> A8. Produce writing that demonstrates a command of the conventions of standard English.	<input checked="" type="checkbox"/> 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 type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	Lesson Guide for the teacher pp. 78-93 <u>A2, 5, 6 ELD & 1.1-1.4 ELA Standards</u> “Using the Wild to Teach the Child”, Lesson Guide for the teacher pp. 78-93		

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			used, irregular words correctly (e.g., was, were, says, said, who, what, why).					

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