

Publisher: Houghton Mifflin Company		Program Title: Early Success, Level 1	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
Beginning (B)	X	Early Advanced (EA)	
Early Intermediate (EI)	X	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		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> B1. Copy the English alphabet legibly. <input type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). <input type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input 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 checked="" 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 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). Organization and Focus <input type="checkbox"/> 1.1 Select a focus when writing. <input type="checkbox"/> 1.2 Use descriptive words when writing. Penmanship	EA2-ELD Teacher's Manual (TM), Writing Sentences, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65		

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<u>English Language Conventions</u> B5. Use capitalization when writing one's own name.	<u>Conventions</u> <input type="checkbox"/> EI4. Use capitalization to begin sentences and for proper nouns. <input type="checkbox"/> EI5. Use a period or question mark at the end of a sentence. <input type="checkbox"/> EI6. 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"/> 15. Write a friendly letter of a few lines. <u>English Language Conventions</u> <input type="checkbox"/> 16. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. <input type="checkbox"/> 17. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb	<input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed). <u>English Language Conventions</u> <input 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. <u>English Language Conventions</u> <input 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 type="checkbox"/> 1.3 Print legibly and space letters, words, and sentences appropriately. <input checked="" 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>2.0-ELA</u> TM: Writing Sentences, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65	

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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). English–Language Arts Content Standards <i>Spelling</i> Grade One <input checked="" type="checkbox"/> 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,	that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. <input type="checkbox"/> 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details. <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	<u>EA1.8-ELD</u> Sound Boxes, TM: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29; Making Words, TM: 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65		

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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 checked="" 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.	1.1-ELA TM: Writing Sentences, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65		

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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 checked="" type="checkbox"/> 1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	1.8-ELA Sound Boxes, TM: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29; Making Words, TM: 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65	

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