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|-------------------------------------|-------------------------|--|---------------------|
| Publisher: Houghton Mifflin Company |                         | Program Title: Soar to Success: The Intermediate Intervention Program, Level 4 |                     |
| ELD Proficiency Levels:             |                         | <b>FOR LEA USE ONLY</b><br>Designated Standards ELD and ELA #'s                |                     |
| <input type="checkbox"/>            | Beginning (B)           | X  | Early Advanced (EA) |
| <input type="checkbox"/>            | Early Intermediate (EI) | X  | Advanced (A)        |
| X                                   | Intermediate (I)        |  |                     |

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

| <b>Grades 3-5<br/>ELD Writing Strategies and Applications</b>   |   |   |  |   | <b>ELA<br/>Standards</b>  |  |                     |  |
|---|---|---|--|---|---|--|---------------------|--|
| Beginning   | Early Intermediate  | Intermediate  | Early Advanced   | Advanced  | Grade 4   | Primary Citation   | Supporting Citation |  |
| <input type="checkbox"/> B1. Write the English alphabet legibly.  | <input type="checkbox"/> EI1. Write short narrative stories that include elements of setting and characters.                                  | <input type="checkbox"/> I1. Narrate with some detail a sequence of events.   | <input checked="" type="checkbox"/> EA1. Write a detailed summary of a story.  | <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"/> <b>Writing 1.0 Writing Strategies</b><br>Students write clear, 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).<br><i>Organization and Focus</i><br>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format | <b>EA1-ELD</b><br>Summarize, Teacher's Manual (TM), R197, R198, R199<br><br><b>EA3-ELD</b><br>Reflections, Student Guide (SG), 5–7, 8–10, 11–13, 14–16, 18–20, 23–25, 28–30, 33–35, 37–39, 42–44, 47–49, 52–53, 56–58, 61–63, 66–67, 70–72, 75–77, 80–84<br><br><b>EA4-ELD</b><br>Reflections, SG: 18-20, 37–39, 41–44, 51–53, 61–63, 65–67, 75–77 |                     |  |
| <input type="checkbox"/> B2. Label key parts of common objects.   | <input type="checkbox"/> EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. | <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. | <input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns.  | <input type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms.  |   |  |                     |  |
| <input type="checkbox"/> B3. Create simple sentences or phrases with some assistance.   | <input type="checkbox"/> EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.        | <input type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).                                       | <input checked="" type="checkbox"/> EA3. Independently write simple responses to literature.   | <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events.   |   |  |                     |  |
| <input type="checkbox"/> B4. Use models to write short narratives.  | <input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for  | <input type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English             | <input checked="" type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). | <input type="checkbox"/> A4. Write multiple-paragraph narrative and expository  |   |  |                     |  |
| <input type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms. |   |   | <input type="checkbox"/> EA5. Independently  |   |   |  |                     |  |
| <b>English Language</b>   |   |   |  |   |   |  |                     |  |

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|--|--|---|---|---|---|--|---------------------|------------------------|
| Beginning  | Early Intermediate   | Intermediate  | Early<br>Advanced   | Advanced  | Grade 4   |  |                     |                        |
| <input type="checkbox"/> <b><u>Conventions</u></b><br><br><input type="checkbox"/> B6. Use capitalization when writing one's own name and at the beginning of sentences.<br><br><input type="checkbox"/> B7. Use a period at the end of a sentence and a question mark at the end of a question. | <input type="checkbox"/> language arts and other content areas (e.g., math, science, history-social science).<br><br><input type="checkbox"/> EI5. Follow a model to write a friendly letter.<br><br><input type="checkbox"/> EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.<br><br><b><u>English Language Conventions</u></b><br><br><input type="checkbox"/> EI7. Use capitalization to begin sentences and for proper nouns. | <input checked="" type="checkbox"/> grammatical forms. (Some rules may not be followed.)<br><br><input checked="" type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).<br><br><input type="checkbox"/> I6. Write a letter independently by using detailed sentences.<br><br><b><u>English Language Conventions</u></b><br><br><input checked="" type="checkbox"/> I7. Produce independent writing that may include some inconsistent use of | <input type="checkbox"/> write a persuasive letter with relevant evidence.<br><br><input type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.<br><br><b><u>English Language Conventions</u></b><br><br><input checked="" type="checkbox"/> EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.<br><br><input type="checkbox"/> EA8. Use standard word order but may | <input type="checkbox"/> compositions by using standard grammatical forms.<br><br><input type="checkbox"/> A5. Independently use all the steps of the writing process.<br><br><b><u>English Language Conventions</u></b><br><br><input type="checkbox"/> A6. Use complete sentences and correct word order.<br><br><input type="checkbox"/> A7. Use correct parts of speech, including correct subject/verb agreement.<br><br><input type="checkbox"/> A8. Edit writing for punctuation, capitalization, and spelling.<br><br><input checked="" type="checkbox"/> A9. Produce writing | <input type="checkbox"/> requirements.<br>1.2 Create multiple-paragraph compositions:<br>a. Provide an introductory paragraph.<br>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.<br>c. Include supporting paragraphs with simple facts, details, and explanations.<br>d. Conclude with a paragraph that summarizes the points.<br>e. Use correct indentation.<br><input type="checkbox"/> 1.3 Use traditional structures for conveying information (e.g., | <b><u>I5-ELD</u></b><br>Reflections, SG: 18-20, 37-39, 41-44, 51-53, 61-63, 65-67, 75-77<br><br><b><u>I7-ELD and EA7-ELD</u></b><br>Reflections, SG: 5-7, 8-10, 11-13, 14-16, 18-20, 23-25, 28-30, 33-35, 37-39, 42-44, 47-49, 52-53, 56-58, 61-63, 66-67, 70-72, 75-77, 80-84<br><br><b><u>A9-ELD</u></b><br>Reflections, SG: 5-7, 8-10, 11-13, 14-16, 18-20, 23-25, 28-30, 33-35, 37-39, 42-44, 47-49, 52-53, 56-58, 61-63, 66-67, 70-72, 75-77, 80-84 |                     |                        |

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| <input type="checkbox"/>            | Early Intermediate (EI) | <input checked="" type="checkbox"/>  | Advanced (A)        |
| <input checked="" type="checkbox"/> | Intermediate (I)        | <input type="checkbox"/>   |                     |

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

| <b>Grades 3-5<br/>ELD Writing Strategies and Applications</b> |   |  |   |   | <b>ELA<br/>Standards</b>  |  | Primary<br>Citation | Supporting<br>Citation |
|---|---|--|---|---|---|--|---------------------|------------------------|
| Beginning   | Early Intermediate  | Intermediate   | Early<br>Advanced   | Advanced  | Grade 4   |  |                     |                        |
|   | <input type="checkbox"/> EI8. Use a period at the end of a sentence and use some commas appropriately.<br><br><input type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections. | <input type="checkbox"/> I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement). | <input type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).<br><br><b>English–<br/>Language Arts<br/>Content<br/>Standards</b><br><br><i>Spelling</i><br>Grade Three<br><input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic | that demonstrates a command of the conventions of standard English. | <input type="checkbox"/> chronological order, cause and effect, similarity and difference, and posing and answering a question).<br><i>Penmanship</i><br><input type="checkbox"/> 1.4 Write fluidly and legibly in cursive or joined italic.<br><i>Research and Technology</i><br><input type="checkbox"/> 1.5 Quote or paraphrase information sources, citing them appropriately.<br><input type="checkbox"/> 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).<br><input type="checkbox"/> 1.7 Use various reference materials |  |                     |                        |

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|---|--------------------|--------------|---|----------|--|--|---------------------|------------------------|
| Beginning   | Early Intermediate | Intermediate | Early<br>Advanced   | Advanced | Grade 4  |  |                     |                        |
|   |                    |              | <p>patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p><input type="checkbox"/> 1.9 Arrange words in alphabetic order.</p> <p><input checked="" type="checkbox"/> Grade Four<br/>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p> |          | <p>(e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</p> <p><input type="checkbox"/> 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p><input type="checkbox"/> 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).<br/><i>Evaluation and Revision</i></p> <p><input type="checkbox"/> 1.10 Edit and revise selected drafts to improve coherence and progression by</p> | <p><b>EA1.7-ELD</b><br/>Making Words,<br/>TM: T65–T67,<br/>T68–T72, R182–<br/>R199</p> |                     |                        |

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| Beginning   | Early Intermediate | Intermediate | Early<br>Advanced | Advanced | Grade 4  |  |                     |                        |
|   |                    |              |                   |          | <input type="checkbox"/> adding, deleting, consolidating, and rearranging text.<br><b>2.0 Writing Applications (Genres and Their Characteristics)</b><br>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 four outlined in Writing Standard 1.0, students: |  |                     |                        |
|   |                    |              |                   |          | <input type="checkbox"/> 2.1 Write narratives:   |  |                     |                        |

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|---|--------------------|--------------|-------------------|----------|---|--|---------------------|------------------------|
| Beginning   | Early Intermediate | Intermediate | Early<br>Advanced | Advanced | Grade 4   |  |                     |                        |
|   |                    |              |                   |          | <input type="checkbox"/> a. Relate ideas, observations, or recollections of an event or experience.<br>b. Provide a context to enable the reader to imagine the world of the event or experience.<br>c. Use concrete sensory details.<br>d. Provide insight into why the selected event or experience is memorable.<br><input type="checkbox"/> 2.2 Write responses to literature:<br>a. Demonstrate an understanding of the literary work.<br>b. Support judgments through references to both the text and prior knowledge.<br><input type="checkbox"/> 2.3 Write information reports: |  |                     |                        |

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|---|--------------------|--------------|-------------------|----------|--|--|---------------------|------------------------|
| Beginning   | Early Intermediate | Intermediate | Early<br>Advanced | Advanced | Grade 4  |  |                     |                        |
|   |                    |              |                   |          | <input checked="" type="checkbox"/> a. Frame a central question about an issue or situation.<br>b. Include facts and details for focus.<br>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).<br><input checked="" type="checkbox"/> 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.<br><br><b><u>Written And Oral English Language Conventions</u></b><br>The standards for written and oral English language conventions have been placed between those for | <b><u>2.4-ELA</u></b><br>Summarize,<br>TM: R197–R199 |                     |                        |

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|---|--|--------------------|--|--------------|--|-------------------|--|---------------------|------------------------|----------|--|---|--|--|
| Beginning   |  | Early Intermediate |  | Intermediate |  | Early<br>Advanced |  |                     |                        | Advanced |  | Grade 4   |  |  |
|   |  |                    |  |              |  |                   |  |                     |                        |          |  | <p>writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b><br/>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><input type="checkbox"/> <i>Sentence Structure</i><br/>1.1 Use simple and compound sentences in writing and speaking.</p> <p><input type="checkbox"/> 1.2 Combine short, related sentences with appositives,</p> |  |  |

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| Beginning   | Early Intermediate | Intermediate | Early<br>Advanced | Advanced | Grade 4  |  |                     |                        |
|   |                    |              |                   |          | <input type="checkbox"/> participial phrases, adjectives, adverbs, and prepositional phrases.<br><i>Grammar</i><br><input type="checkbox"/> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.<br><i>Punctuation</i><br><input type="checkbox"/> 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.<br><input type="checkbox"/> 1.5 Use underlining, quotation marks, or italics to identify titles of documents.<br><i>Capitalization</i><br><input type="checkbox"/> 1.6 Capitalize names |  |                     |                        |

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|---|--|--------------------|--|--------------|--|--------------------------|--|----------|--|--|---|------------------------|
| Beginning   |  | Early Intermediate |  | Intermediate |  | Early<br>Advanced        |  | Advanced |  | Grade 4  | Primary<br>Citation   | Supporting<br>Citation |
|   |  |                    |  |              |  |                          |  |          |  | of magazines,<br>newspapers, works<br>of art, musical<br>composition,<br>organizations, and<br>the first word in<br>quotations when<br>appropriate.<br><i>Spelling</i><br><input checked="" type="checkbox"/> 1.7 Spell correctly<br>roots, inflections,<br>suffixes and prefixes,<br>and syllable<br>constructions. | <b>1.7-ELA</b><br>Making Words,<br>TM: T65–T67,<br>T68–T72, R182–<br>R199 |                        |

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