

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input checked="" type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words presented in literature and	<input type="checkbox"/> Word Analysis EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and	<input type="checkbox"/> Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. Fluency and Systematic Vocabulary Development	<input checked="" type="checkbox"/> Word Analysis EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA3. Use knowledge of	<input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <i>Vocabulary and Concept</i>	<p style="text-align: center;"><u>Word Analysis</u></p> <p>ELD B 2 & ELA 1.0 Student Book (SB) 10; Teacher's Guide (TG): 14 ELD EA 1 & A 1 & ELA 1.2 SB: 3; TG: 12</p> <p style="text-align: center;"><u>Fluency and Systematic Vocabulary Development</u></p> <p>ELD B 4 & ELA 2.1, 2.6 SB: 45; TG: 26 ELD I 4 & ELA 1.3 SB: 61; TG: 31 ELD EI 5 & ELA 2.0 SB: 36/37; TG: 23 ELD I 4 & EA 3 & A 3 & ELA 1.3 SB: 196; TG: 76 ELD I 5 & EA 7 & ELA 1.1 SB: 14; TG: 15 ELD I 7 & EA 6 ELA 2.0, 2.2, 1.3 SB: 108/109; TG: 47 ELD I 8 & ELA 1.3 SB: 94; TG: 42 ELD EA 4 & ELA 1.3 SB: 61; TG: 31 ELD EA 6 & ELA 2.0, 1.3, 2.2 SB: 136/137; TG: 56 ELD A 4 & ELA 3.5, 2.1</p>		

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input checked="" type="checkbox"/> subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input checked="" type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student. <input type="checkbox"/> B6. Retell stories by using phrases	<input type="checkbox"/> content area texts. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EI4. Use knowledge of literature and content areas to understand unknown words. <input checked="" type="checkbox"/> EI5. Read simple paragraphs and passages independently. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and	<input type="checkbox"/> I3. Use a standard dictionary to determine meanings of unknown words. <input checked="" type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text. <input checked="" type="checkbox"/> I5. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas. <input type="checkbox"/> I6. Demonstrate internalization of English grammar,	<input type="checkbox"/> English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input checked="" type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. <input type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with	<input checked="" type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and	<input checked="" type="checkbox"/> <i>Development</i> 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. <input checked="" type="checkbox"/> 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings. <input checked="" type="checkbox"/> 1.3 Use word meanings within the appropriate context and show	SB: 92/93; TG: 43 ELD A 5 & ELA 1.1 SB: 77; TG: 36 <u>Reading Comprehension</u> ELD B 10 & EI 10 & ELA 2.5 SB: 134; TG: 55 ELD B 12 & ELD B 13 & ELA 2.0, 2.1, 2.6 SB: 44/45; TG: 25/26 ELD EA 9 & ELA 2.0, 2.4, 2.1 SB: 118/119; TG: 50 ELD EA 10 & EA 11 & ELA 2.0, 2.1, 2.6 SB: 34/35; TG: 22 ELD A 7 & ELA 2.0, 2.4, 2.1, 2.6 SB: 118/119; TG: 50 ELD A 8 & A 9 & ELA 2.0, 2.1, 2.6 SB: 34/35; TG: 22 <u>Literary Response</u> ELD I 16 & ELA 2.0, 2.4 SB: 140/141; TG: 57/58 ELD A 10 & ELA 2.0, 3.3, 3.4 SB: 66/67; TG: 33 ELD A 11 & ELA 1.3 SB: 196; TG: 76 ELD EA 12 & A 12 & A 13 & ELA 3.1, 3.4, 3.7, 2.7 SB: 197-200; TG: 76/77		

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> and sentences. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input type="checkbox"/> B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.	<input type="checkbox"/> correcting some errors when speaking or reading aloud. <input type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. <input type="checkbox"/> EI8. Use a standard dictionary to find the meaning of known vocabulary. Reading Comprehension <input type="checkbox"/> EI9. Read and orally respond to simple literary	<input checked="" type="checkbox"/> usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input checked="" type="checkbox"/> 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input checked="" type="checkbox"/> 18. Recognize that some words have multiple meanings. <input type="checkbox"/> 19. Read literature and respond orally to it by answering	<input checked="" type="checkbox"/> multiple meanings). <input checked="" type="checkbox"/> EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative	<input type="checkbox"/> metaphors. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. Reading Comprehension <input checked="" type="checkbox"/> A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas. <input checked="" type="checkbox"/> A8. Analyze a variety of rhetorical styles,	<input checked="" type="checkbox"/> ability to verify those meanings by definition, restatement, example, comparison, or contrast. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text	ELD A 14 & ELA 3.5, 2.0 SB: 120/212; TG: 51 ELD A 15 & ELA 3.3, 3.4 SB: 172/173; TG: 68		

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities. <input checked="" type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts. <input checked="" type="checkbox"/> B12. Point out text	<input type="checkbox"/> texts and texts in content areas by using simple sentences to answer factual comprehension questions. <input checked="" type="checkbox"/> EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI11. Identify and orally explain categories of familiar informational materials by using simple sentences. <input type="checkbox"/> EI12. Read text	<input type="checkbox"/> in detailed sentences factual comprehension questions. <input type="checkbox"/> I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.	and expository texts. Reading Comprehension <input checked="" type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. <input checked="" type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional	found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks). <input checked="" type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). Literary Response and Analysis	structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary			

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input checked="" type="checkbox"/> features, such as the title, table of contents, and chapter headings. <input checked="" type="checkbox"/> B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns. <input type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts. Literary	<input type="checkbox"/> and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences. <input type="checkbox"/> EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences. <input type="checkbox"/> EI14. Orally identify the factual components of simple informational materials by using	<input type="checkbox"/> I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials. <input type="checkbox"/> I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books). Literary	<input checked="" type="checkbox"/> materials). <input checked="" type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks). Literary Response and Analysis <input checked="" type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.	<input checked="" type="checkbox"/> A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text. <input checked="" type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism). <input checked="" type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the	<input checked="" type="checkbox"/> literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> <input checked="" type="checkbox"/> 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). <input checked="" type="checkbox"/> 2.2 Analyze text that uses proposition and support patterns. <i>Comprehension</i>			

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/> Beginning (B)	<input checked="" type="checkbox"/> Early Advanced (EA)	Level 8	
<input checked="" type="checkbox"/> Early Intermediate (EI)	<input checked="" type="checkbox"/> Advanced (A)		
<input checked="" type="checkbox"/> Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> Response and Analysis <input type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts. <input type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and	key words or phrases. Literary Response and Analysis <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Read a selection and orally identify the	Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay). <input checked="" type="checkbox"/> I16. Apply knowledge of language to	<input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences. <input checked="" type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. <input checked="" type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences. <input type="checkbox"/> EA16. Describe orally and in	themes or topics. <input checked="" type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). <input checked="" type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. <input checked="" type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input checked="" type="checkbox"/> <i>and Analysis of Grade-Level-Appropriate Text</i> 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. <input checked="" type="checkbox"/> 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. <input checked="" type="checkbox"/> 2.5 Understand and explain the use of a complex			

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/> Beginning (B)	<input checked="" type="checkbox"/> Early Advanced (EA)	Level 8	
<input checked="" type="checkbox"/> Early Intermediate (EI)	<input checked="" type="checkbox"/> Advanced (A)		
<input checked="" type="checkbox"/> Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <input type="checkbox"/> B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry. <input type="checkbox"/> B20. Recite simple poems.	<input type="checkbox"/> EI18. Identify the difference in points of view between first person and third person by using simple sentences. <input type="checkbox"/> EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences. <input type="checkbox"/> EI20. Describe orally in simple sentences a character in a brief literary text by identifying the	analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/> writing a similar theme or topic by using detailed sentences. <input type="checkbox"/> EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences. <input checked="" type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.		<input checked="" type="checkbox"/> mechanical device by following technical directions. 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. <i>Expository Critique</i> <input checked="" type="checkbox"/> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. <input checked="" type="checkbox"/> 3.0 Literary Response and Analysis			

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
	thoughts and actions of the character.					Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be		

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		
Level 8			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input checked="" type="checkbox"/> ready by students. <i>Structural Features of Literature</i> 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
					<input checked="" type="checkbox"/> 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which			

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input checked="" type="checkbox"/> conflicts are (or are not) addressed and resolved. <input checked="" type="checkbox"/> 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. <input checked="" type="checkbox"/> 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. <input checked="" type="checkbox"/> 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary			

*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>.

Publisher: BELLWORK Educational Materials		Program Title: BELLWORK Reading/Language Arts Daily Standards Practice Program Student Workbook ISBN: 1-932469-28-1 Teacher Guide ISBN: 1-932469-58-3	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

Level 8

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input checked="" type="checkbox"/>	works. 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. <i>Literary Criticism</i>		
					<input checked="" type="checkbox"/>	3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)		

*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>.