

Publisher: John Wiley & Sons, Inc.		Program Title: <i>Phonics Pathways, 9th edition</i>	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input 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)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading					ELA Standards		
<u>B</u> eginning	<u>E</u> arly Intermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	Grade 2	Primary Citation	Supporting Citation

*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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Grades K-2 ELD Reading					ELA Standards	
<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p>Fluency and Systematic Vocabulary Development</p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p>	<p>Word Analysis</p> <p>EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable</p>	<p>Word Analysis</p> <p>EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-</p>	<p>Word Analysis</p> <p>A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts content Standards Kindergarten</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Grade One</p>	<p>Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Decoding and Word Recognition</i></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge</p>	<p><u>EA1-ELD Standard & 1.1 ELA Standard</u> 75-93, 160-167, 171-177, 181-187, 190-205</p> <p><u>EA1-ELD Standard & 1.2 ELA Standard</u> pp. 101-103, 210, 219-223</p> <p><u>EA1-ELD Standard & 1.5 ELA Standard</u> pp. 104, 105, 169, 170</p> <p><u>A1-ELD Standard & 1.1 ELA Standard</u> pp. 75-93, 160-</p>

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