

State of California

Early Literacy Skill Builder (ELSB)

Alignment to English-Language Arts Content Standards for California Public Schools

provided to our customers by the Attainment Company, Inc.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

California State Standard	Alignment to ELSB
Concepts About Print	
1.1 Identify the front cover, back cover, and title page of a book.	Building with Stories – All Levels
1.2 Follow words from left to right and from top to bottom on the printed page.	Building with Stories – All Levels Building with Sounds and Symbols, obj. 3 All levels
1.3 Understand that printed materials provide information.	Building with Stories – All Levels Building with Sounds and Symbols, obj. 5, All levels
1.4 Recognize that sentences in print are made up of separate words.	Building with Stories – All Levels Building with Sounds and Symbols, obj. 3, All levels
1.5 Distinguish letters from words.	Building with Sounds and Symbols, obj. 8, All Levels
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	
Phonemic Awareness	
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (<i>e.g., /f, s, th/, /j, d, j/</i>).	Building with Sounds and Symbols, obj. 7 and 11, Levels Four to Seven
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 (<i>e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant</i>).	
1.9 Blend vowel-consonant sounds orally to make words or syllables.	Building with Sounds and Symbols, obj. 12, Levels Four to Seven
1.10 Identify and produce rhyming words in response to an oral prompt.	
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	Building with Sounds and Symbols, obj. 6, Levels Two to Seven; obj. 9 and 10, Levels Two to Seven

California State Standard	Alignment to ELSB
1.12 Track auditorily each word in a sentence and each syllable in a word.	Building with Sounds and Symbols, obj. 6, Levels Two to Seven
1.13 Count the number of sounds in syllables and syllables in words.	Building with Sounds and Symbols, obj. 6, Levels Two to Seven
Decoding and Word Recognition	
1.14 Match all consonant and short-vowel sounds to appropriate letters.	
1.15 Read simple one-syllable and high-frequency words (<i>i.e.</i> , sight words).	Building with Sounds and Symbols, obj. 1, 2, 13, Levels One to Seven
1.16 Understand that as letters of words change, so do the sounds (<i>i.e.</i> , the alphabetic principle).	Building with Sounds and Symbols, obj. 8, Levels One to Seven
Vocabulary and Concept Development	
1.17 Identify and sort common words in basic categories (<i>e.g.</i> , colors, shapes, foods).	Building with Sounds and Symbols, obj. 13, Levels One to Seven
1.18 Describe common objects and events in both general and specific language.	

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (*e.g.*, generating and responding to questions, comparing new information to what is already known).

California State Standard	Alignment to ELSB
Structural Features of Informational Materials	
2.1 Locate the title, table of contents, name of author, and name of illustrator. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Building with Stories, All Levels
2.2 Use pictures and context to make predictions about story content.	Building with Stories-All Levels Building with Sounds and Symbols, obj. 5 All levels
2.3 Connect to life experiences the information and events in texts.	Building with Stories-All Levels Building with Sounds and Symbols, obj. 13 and 14, All levels
2.4 Retell familiar stories.	
2.5 Ask and answer questions about essential elements of a text.	Building with Stories-All Levels Building with Sounds and Symbols, obj. 5 All levels

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

California State Standard	Alignment to EL SB
Narrative Analysis of Grade-Level-Appropriate Text	
3.1 Distinguish fantasy from realistic text.	Building with Stories-All Levels Building with Sounds and Symbols, obj. 5 All levels
3.2 Identify types of everyday print materials (<i>e.g.</i> , storybooks, poems, newspapers, signs, labels).	
3.3 Identify characters, settings, and important events.	Building with Stories-All Levels Building with Sounds and Symbols, obj. 5 All levels

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

California State Standard	Alignment to EL SB
Comprehension	
1.1 Understand and follow one- and two-step oral directions.	Building with Sounds and Symbols, all objectives, All levels
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	Building with Stories-All Levels Building with Sounds and Symbols, obj. 5 and 14, All levels

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

California State Standard	Alignment to EL SB
Students:	
2.1 Describe people, places, things (<i>e.g.</i> , size, color, shape), locations, and actions.	
2.2 Recite short poems, rhymes, and songs.	
2.3 Relate an experience or creative story in a logical sequence.	