

**COVER SHEET FOR  
ELA/ELD STANDARDS CORRELATION MATRIX FOR  
SUPPLEMENTAL ELD MATERIALS  
(SB 1113 – BUDGET ACT 2004-05)**

SB 1113 requires that “the department shall develop a correlation matrix that shall be used to determine if the instructional materials correlate to the standards adopted by the State Board of Education. The contents of the matrix will be divided into the English language development levels of proficiency, and indicate how the English language development standards will be used to provide a path to obtaining grade level skills in reading, writing, and speaking.”

**Publisher:**

Hampton-Brown

**Program Title:**

Avenues to ELA and Content (Pack 1.0 – ISBN 07362-26915)

**Grade Level(s):**

K

**Program Description:**

**Avenues** is the ELD on-ramp to ELA standards. It connects to the standards covered by the Houghton Mifflin and Open Court basic programs and to the grade-level topics in your Science and Social Studies basals. **Avenues** provides activities appropriate for students at all language proficiency levels.

**Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers’ edition, WB = workbook, etc.)**

ETG = Electronic Teacher’s Guide

**On this page, please list the components of the instructional materials addressed on the attached matrix, including the ISBN number for each component.** A separate International Standard Book Number (ISBN) facilitates the identification of each program or separate component satisfying the ISBN evaluation criteria. For information regarding assignment and use of ISBNs, contact:

U.S. ISBN Agency  
630 Central Avenue  
New Providence, NJ 07974  
Tel: 877-310-7333  
Fax: 908-219-0188  
[isbn-san@bowker.com](mailto:isbn-san@bowker.com)

**Programs or separate program components that do not meet ISBN evaluation criteria and/or have not been assigned ISBNs should be identified by some other unique number/letter combination. Publishers are asked to limit this identifier to no more than 13 characters.**

<b><u>COMPONENT TITLE</u></b>	<b><u>ISBN NUMBER</u></b>
<b>CA SB1113 Pack 1.0 TG CD-ROM</b>	<b>07362-27458</b>

Publisher: Hampton-Brown		Program Title: Avenues to ELA and Content (Pack 1.0 – ISBN 07362-26915)	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
X	Beginning (B)	X	Early Advanced (EA)
X	Early Intermediate (EI)		Advanced (A)
X	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		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Strategies and Applications</b> 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 checked="" type="checkbox"/> <b>B3. Write a few words or phrases about an event or character from a story read by the teacher.</b>  <input type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a	<input checked="" type="checkbox"/> <b>Strategies and Applications</b> <b>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</b>  <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").	<input type="checkbox"/> <b>Strategies and Applications</b> 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 checked="" type="checkbox"/> <b>I4. Write simple sentences</b>	<input type="checkbox"/> <b>Strategies and Applications</b> EA1. Write short narratives that include elements of setting, characters, and events.  <input type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.  <input checked="" type="checkbox"/> <b>EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</b>	<input type="checkbox"/> <b>Strategies and Applications</b> 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 checked="" type="checkbox"/> <b>Writing</b> <b>1.0 Writing Strategies</b> <b>Students write words and brief sentences that are legible.</b> <i>Organization and Focus</i>  <input type="checkbox"/> 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.  <input type="checkbox"/> 1.2 Write consonant-vowel-consonant-words (i.e, demonstrate the alphabetic principle).  <input type="checkbox"/> 1.3 Write by moving form left to right and from top to bottom. <i>Penmanship</i>  <input type="checkbox"/> 1.4 Write uppercase and lowercase	<b><u>B3 ELD &amp; 1.0 ELA Standard</u></b> Electronic Teacher's Guide (ETG) <i>Avenues to ELA and Content</i> Grade K Unit 1, p. T19.  <b><u>EI1 ELD &amp; 1.0 ELA Standard</u></b> ETG <i>Avenues to ELA and Content</i> Grade K Unit 6, p. T19.  <b><u>I4 ELD &amp; 1.0 ELA Standard</u></b> ETG <i>Avenues to ELA and Content</i> Grade K Unit 6, p. T19.  <b><u>EA3 ELD &amp; 1.0 ELA Standard</u></b>	<b><u>B3 ELD &amp; 1.0 ELA Standard</u></b> Units 2-5 include similar activities where students write at the word level.  <b><u>EI1 ELD &amp; 1.0 ELA Standard</u></b> Units 7-10 include similar activities where students write at the sentence level.  <b><u>I4 ELD &amp; 1.0 ELA Standard</u></b> Units 7-10 include similar activities where students write at the sentence level.  <b><u>EA3 ELD &amp; 1.0 ELA Standard</u></b>

\*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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<input type="checkbox"/> group story.  <b>English-Language Conventions</b> B5. Use capitalization when writing one's own name.	<input type="checkbox"/> <b>English-Language Conventions</b> E14. Use capitalization to begin sentences and for proper nouns.  <input type="checkbox"/> E15. Use a period or question mark at the end of a sentence.  <input type="checkbox"/> E16. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	<input type="checkbox"/> <b>appropriate for language arts and other content areas (e.g., math, science, social studies).</b>  <input type="checkbox"/> 15. Write a friendly letter of a few lines.  <input type="checkbox"/> <b>English-Language Conventions</b> 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	<input type="checkbox"/> EA4. Write a formal letter.  <input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).  <input type="checkbox"/> <b>English-Language Conventions</b> 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	<input type="checkbox"/> A4. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.  <b>English-Language Conventions</b> <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"/> letters of the alphabet independently, attending to the form and proper spacing of the letters.  <b>Written And Oral English Language Conventions</b> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.  <input type="checkbox"/> <b>1.0 Written and Oral English Language</b>	ETG <i>Avenues to ELA and Content</i> Grade K Unit 6, p. T19.	Units 7-10 include similar activities where students write at the sentence level.	

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		(e.g., subject/verb without inflections).	<input type="checkbox"/> agreement). <input type="checkbox"/> EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). <b>English-Language Arts Content Standards</b> <b>Grade One: Spelling</b> <input type="checkbox"/> EA9. Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. <b>Grade Two</b> <input type="checkbox"/> EA10. Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said,</i>	<input type="checkbox"/> A8. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> <b>Conventions</b> Students write and speak with a command of standard English conventions. <b>Sentence Structure</b> <input type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <b>Spelling</b> <input type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.			

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			<i>who, what, why).</i>					

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