

**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 1.3 – ISBN 07362-2694X)

Grade Level(s):

3

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

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.

<u>COMPONENT TITLE</u>	<u>ISBN NUMBER</u>
CA SB1113 Pack 1.3 TG CD-ROM	07362-27482

Publisher: Hampton-Brown		Program Title: Avenues to ELA and Content (Pack 1.3 – ISBN 07362-2694X)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)	X	Early Advanced (EA)
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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input type="checkbox"/> Strategies and Applications B1. Write the English alphabet legibly. <input type="checkbox"/> B2. Label key parts of common objects. <input checked="" type="checkbox"/> B3. Create simple sentences or phrases with some assistance. <input type="checkbox"/> B4. Use models to write short narratives. <input type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard	<input type="checkbox"/> Strategies and Applications E11. Write short narrative stories that include elements of setting and characters. <input checked="" type="checkbox"/> E12. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. <input type="checkbox"/> E13. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. <input type="checkbox"/> E14. Write an	<input type="checkbox"/> Strategies and Applications I1. Narrate with some detail a sequence of events. <input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). <input type="checkbox"/> I4. Independently	<input type="checkbox"/> Strategies and Applications EA1. Write a detailed summary of a story. <input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns. <input checked="" type="checkbox"/> EA3. Independently write simple responses to literature. <input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math,	<input type="checkbox"/> Strategies and Applications 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 a persuasive composition by using standard grammatical forms. <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events.	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear and 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). <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Create a single paragraph: a. Develop a topic	<u>B3 ELD & 1.0 ELA Standard</u> Electronic Teacher's Guide (ETG) <i>Avenues to ELA and Content</i> Grade 3 Unit 1, pp. T35c-T35d, T59c-T59d. <u>E12 ELD & 1.0 ELA Standard</u> ETG <i>Avenues to ELA and Content</i> Grade 3 Unit 1, pp. T35c-T35d, T59c-T59d. <u>I2 ELD & 1.0 ELA Standard</u> ETG <i>Avenues to ELA and Content</i> Grade 3 Unit 1, pp. T35c-T35d, T59c-	<u>B3 ELD & 1.0 ELA Standard</u> All units are organized the same way, with 8 units total. <u>E12 ELD & 1.0 ELA Standard</u> All units are organized the same way, with 8 units total. <u>I2 ELD & 1.0 ELA Standard</u> All units are organized the same way, with 8 units total.

*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).

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

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<input type="checkbox"/>	grammatical forms. English-Language Conventions B6. Use capitalization when writing one's own name and at the beginning of sentences.	<input type="checkbox"/>	increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input type="checkbox"/>	create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)	<input type="checkbox"/>	science, social studies).	<input type="checkbox"/>	A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms.	<input type="checkbox"/>	sentence. b. Include simple supporting facts and details. <i>Penmanship</i> 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	T59d.	EA3 ELD & 1.0 ELA Standard ETG <i>Avenues to ELA and Content</i> Grade 3 Unit 1, pp. T35c-T35d, T59c-T59d.	EA3 ELD & 1.0 ELA Standard All units are organized the same way, with 8 units total.
<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"/>	EI15. Follow a model to write a friendly letter.	<input type="checkbox"/>	I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input type="checkbox"/>	EA5. Independently write a persuasive letter with relevant evidence.	<input checked="" type="checkbox"/>	A5. Independently use all the steps of the writing process.	<input type="checkbox"/>	<i>Research</i> 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). <i>Evaluation and Revision</i> 1.4 Revise drafts to improve the coherence and	A5 ELD & 1.0 ELA Standard ETG <i>Avenues to ELA and Content</i> Grade 3 Unit 1, pp. T35c-T35d, T59c-T59d.		
		<input type="checkbox"/>	EI16. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<input type="checkbox"/>	I6. Write a letter independently by using detailed sentences.	<input type="checkbox"/>	EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.	<input type="checkbox"/>	English-Language Conventions A6. Use complete sentences and correct word order.	<input type="checkbox"/>				
		<input type="checkbox"/>	English-Language Conventions EI7. Use capitalization to		English-Language Conventions EA7. Produce independent writing with consistent use of correct capitalization,	<input type="checkbox"/>	EA7. Produce independent writing with consistent use of correct capitalization,	<input type="checkbox"/>	A7. Use correct parts of speech, including correct subject/verb agreement.	<input type="checkbox"/>				
								<input type="checkbox"/>	A8. Edit writing for punctuation,	<input type="checkbox"/>				

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
		<input type="checkbox"/>	begin sentences and for proper nouns.	<input type="checkbox"/>	Conventions 17. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<input type="checkbox"/>	punctuation, and spelling.	<input type="checkbox"/>	capitalization, and spelling.	<input type="checkbox"/>	logical progression of ideas by using an established rubric.		
		<input type="checkbox"/>	E18. Use a period at the end of a sentence and use some commas appropriately.	<input type="checkbox"/>	18. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input type="checkbox"/>	EA8. Use standard word order but may have more consistent grammatical forms, including inflections.	<input type="checkbox"/>	A9. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/>	2.0 Writing Applications (Genres and Their Characteristics) 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 three outlined in Writing Standard 1.0,		
		<input type="checkbox"/>	E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.			<input type="checkbox"/>	EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).						
						<input type="checkbox"/>	English-Language Arts Content Standards Grade Three: Spelling EA10. Spell correctly one-						

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
						<input type="checkbox"/> syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from – y to – <i>ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). <input type="checkbox"/> EA11. Arrange words in alphabetic order. Grade Four <input type="checkbox"/> EA12. Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.				<input type="checkbox"/> students: 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. <input type="checkbox"/> 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. <input type="checkbox"/> 2.3 Write personal and formal letters, thank-you notes, and invitations:			

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										a. Show awareness of the knowledge and interest of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature. <u>Written and Oral English Language Conventions</u> 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.			

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										<input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify subjects and verbs that are in agreement and identify and use			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> pronouns, adjectives, compound words, and articles correctly in writing and speaking. <input type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. <input type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i> <input type="checkbox"/> 1.5 Punctuate dates, city and state, and titles of books correctly. <input type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic 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>). <input type="checkbox"/> 1.9 Arrange words in alphabetic order.			

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