

**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 1.5 – ISBN 07362-26966)

**Grade Level(s):**

5

**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 1.5 TG CD-ROM</b>	<b>07362-27504</b>

Publisher: Hampton-Brown		Program Title: Avenues to ELA and Content (Pack 1.5 – ISBN 07362-26966)	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
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X	Intermediate (I)		

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

<b>Grades 3-5 ELD Writing Strategies and Applications</b>					<b>ELA Standards</b>		
<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	<b>Grade 5</b>	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Strategies and Applications</b> B1. Write the English alphabet legibly.  <input type="checkbox"/> B2. Label key parts of common objects.  <input checked="" type="checkbox"/> <b>B3. Create simple sentences or phrases with some assistance.</b>  <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"/> <b>Strategies and Applications</b> E11. Write short narrative stories that include elements of setting and characters.  <input checked="" type="checkbox"/> <b>E12. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.</b>  <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"/> <b>Strategies and Applications</b> I1. Narrate with some detail a sequence of events.  <input checked="" type="checkbox"/> <b>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</b>  <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"/> <b>Strategies and Applications</b> EA1. Write a detailed summary of a story.  <input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns.  <input checked="" type="checkbox"/> <b>EA3. Independently write simple responses to literature.</b>  <input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math,	<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 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"/> <u>Writing</u> <b>1.0 Writing Strategies</b> <b>Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</b> <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Create multiple-paragraph narrative compositions:	<b><u>B3 ELD &amp; 1.0 ELA Standard</u></b> Electronic Teacher's Guide (ETG) <i>Avenues to ELA and Content</i> Grade 5 Unit 1, pp. T37c-T37d, T57c-T57d.  <b><u>E12 ELD &amp; 1.0 ELA Standard</u></b> ETG <i>Avenues to ELA and Content</i> Grade 5 Unit 1, pp. T37c-T37d, T57c-T57d.  <b><u>I2 ELD &amp; 1.0 ELA Standard</u></b> ETG <i>Avenues to ELA and Content</i> Grade 5 Unit 1, pp. T37c-T37d, T57c-	<b><u>B3 ELD &amp; 1.0 ELA Standard</u></b> All units are organized the same way, with 8 units total.  <b><u>E12 ELD &amp; 1.0 ELA Standard</u></b> All units are organized the same way, with 8 units total.  <b><u>I2 ELD &amp; 1.0 ELA Standard</u></b> All units are organized the same way, with 8 units total.

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<input type="checkbox"/> grammatical forms.  <input type="checkbox"/> <b>English-Language Conventions</b> B6. Use capitalization when writing one's own name and at the beginning of sentences.  <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"/> 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"/> EI5. Follow a model to write a friendly letter.  <input type="checkbox"/> EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.  <input type="checkbox"/> <b>English-Language Conventions</b> EI7. Use	<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"/> 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"/> I6. Write a letter independently by using detailed sentences.	<input type="checkbox"/> science, social studies).  <input type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence.  <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"/> <b>English-Language Conventions</b> EA7. Produce independent writing with consistent use of correct	<input type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms.  <input checked="" type="checkbox"/> <b>A5. Independently use all the steps of the writing process.</b>  <input type="checkbox"/> <b>English-Language Conventions</b> A6. Use complete sentences and correct word order.  <input type="checkbox"/> A7. Use correct parts of speech, including correct subject/verb agreement.  <input type="checkbox"/> A8. Edit writing for	<input type="checkbox"/> a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. <input type="checkbox"/> 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details.	T57d.  <b>EA3 ELD &amp; 1.0 ELA Standard</b> ETG <i>Avenues to ELA and Content</i> Grade 5 Unit 1, pp. T37c-T37d, T57c-T57d.  <b>A5 ELD &amp; 1.0 ELA Standard</b> ETG <i>Avenues to ELA and Content</i> Grade 5 Unit 1, pp. T37c-T37d, T57c-T57d.	<b>EA3 ELD &amp; 1.0 ELA Standard</b> All units are organized the same way, with 8 units total.  <b>A5 ELD &amp; 1.0 ELA Standard</b> All units are organized the same way, with 8 units total.

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	<input type="checkbox"/> capitalization to begin sentences and for proper nouns.  <input type="checkbox"/> E18. Use a period at the end of a sentence and use some commas appropriately.  <input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<input type="checkbox"/> <b>English-Language Conventions</b> 17. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.  <input type="checkbox"/> 18. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input type="checkbox"/> capitalization, punctuation, and spelling.  <input type="checkbox"/> EA8. Use standard word order but may have more consistent grammatical forms, including inflections.  <input type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).  <b>English-Language Arts Content Standards Grade Three: Spelling</b>	<input type="checkbox"/> punctuation, capitalization, and spelling.  <input type="checkbox"/> A9. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> <i>Research and Technology</i> 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.  <input type="checkbox"/> 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).  <input type="checkbox"/> 1.5 Use a thesaurus to identify alternative word choices and			

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						<input type="checkbox"/> EA10. 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 – 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. <b>Grade Four</b> <input type="checkbox"/> EA12. Spell correctly roots, inflections, suffixes and prefixes, and				<input type="checkbox"/> meanings. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.  <input type="checkbox"/> <b>2.0 Writing Applications (genres and Their Characteristics)</b> Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a			

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							syllable constructions.			command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.  Using the writing strategies of grade five outlined in Writing Standard 1.0, students: <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Write narratives:               <ul style="list-style-type: none"> <li>a. Establish a plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ul> </li> <li><input type="checkbox"/> 2.2 Write responses to literature:               <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of a</li> </ul> </li> </ul>			

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										<input type="checkbox"/> literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. 2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts,			

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										<input type="checkbox"/> details, examples, and explanations. 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.  <b>Written and Oral English Language Conventions</b> The standards for written and oral			

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										<input type="checkbox"/> 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 Conventions</b> 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 Identify and correctly use prepositional			

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										phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i> ), modifiers, and pronouns. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.		

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										<input type="checkbox"/> <i>Capitalization</i> 1.4 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.5 <b>Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</b>			

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