

**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:

Carlos Comes to Lakeside Elementary (Pack 12.0 – ISBN 07362-27261)

Grade Level(s):

3-5

Program Description:

Students connect their experiences to those of Carlos, a newcomer attending his first day of school in the U.S., and learn basic vocabulary and language in the process.

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

TG = Lakeside Elementary Teacher’s Edition

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>
Lakeside Elementary Teacher's Edition	07362-1822X

Publisher: Hampton-Brown		Program Title: Carlos Comes to Lakeside Elementary (Pack 12.0 – ISBN 07362-27261)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)		Early Advanced (EA)
X	Early Intermediate (EI)		Advanced (A)
	Intermediate (I)		

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

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input type="checkbox"/> B2. Answer simple questions with one- to two-words responses. <input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> B4. Independently use common	<input type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i> . <input type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are	<input type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). <input type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;	<input type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. <input type="checkbox"/> <i>Comprehension</i> <input type="checkbox"/> 1.1 Ask questions that seek information not already discussed. <input type="checkbox"/> 1.2 Interpret a speaker’s verbal and nonverbal messages,	<u>B4-ELD & 1.0 ELA Standard</u> Teachers’ Guide (TG) <i>Carlos Comes to Lakeside Elementary</i> , lesson 3 p. T3, lesson 7 p. T7, lesson 24 p. T24 Pupil Edition (PE) <i>Carlos Comes to Lakeside Elementary</i> , p. 3, p. 7, p. 24 <u>EI5-ELD & 1.0 ELA Standard</u> Teachers’ Guide (TG) <i>Carlos Comes to Lakeside</i>	<u>B4-ELD & 1.0 ELA Standard</u> All 24 lessons in <i>Carlos Comes to Lakeside Elementary</i> are designed to support newcomers in learning basic vocabulary and language. <u>EI5-ELD & 1.0 ELA Standard</u> All 24 lessons in <i>Carlos Comes to Lakeside Elementary</i> are designed to	

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<p>social greetings and simple repetitive phrases (e.g., “May I go and play?”).</p>	<p>read aloud by using phrases or simple sentences.</p> <p><input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., “May I get a drink of water?”).</p> <p><input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.</p>	<p>however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p><input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p><input type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.</p>	<p>modulation but may make random errors.</p> <p><input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p><input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p><input type="checkbox"/> EA6. Ask and answer instructional</p>	<p>others.</p> <p><input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.</p> <p><input type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.</p> <p><input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	<p><input type="checkbox"/> purposes, and perspectives.</p> <p><input type="checkbox"/> 1.3 Make inferences or draw conclusions based on an oral report.</p> <p><input type="checkbox"/> 1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p><input type="checkbox"/> 1.5 Clarify and support spoken ideas with evidence and examples.</p> <p><input type="checkbox"/> 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.</p> <p><i>Analysis and Evaluation of Oral and Media</i></p>	<p><i>Elementary</i>, lesson 13 p. T13, lesson 22 p. T22</p> <p>Pupil Edition (PE) <i>Carlos Comes to Lakeside Elementary</i>, p. 13, p. 22</p>	<p>support newcomers in learning basic vocabulary and language.</p>	

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			<input type="checkbox"/> questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”). <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.		<input type="checkbox"/> <i>Communications</i> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. <input type="checkbox"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver			

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							<p>well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a</p>	

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					<input type="checkbox"/> situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens.			
					<input type="checkbox"/> 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.			
					<input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Summarize			

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						significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions. <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		

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					<input type="checkbox"/> sets of skills. <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 Identify and correctly use prepositional 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			

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

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