

**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:

Big Books for ELD (Pack 2.0 – ISBN 07362-26974)

Grade Level(s):

K

Program Description:

Carefully selected for ELD, these Big Book collections build vocabulary and concepts and develop familiarity with the patterns and structures of English. Lessons address high frequency words as well as basic and academic vocabulary. The Big Books value the cultures and experiences students bring to the classroom.

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 Packs 2.0 – 2.2 TG CD-ROM	07362-27512

Publisher: Hampton-Brown		Program Title: Big Books for ELD (Pack 2.0 – ISBN 07362-26974)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)	X	Early Advanced (EA)
X	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

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

Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. <input type="checkbox"/> Fluency and Systematic Vocabulary Development B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. <input type="checkbox"/> English-Language Arts Content Standards	<input type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. <input type="checkbox"/> English-Language Arts Content Standards Kindergarten: Phonemic Awareness EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> English-Language Arts Content Standards Kindergarten: Phonemic Awareness I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> Grade One:	<input type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). <input type="checkbox"/> English-Language Arts Content Standards Kindergarten: Phonemic Awareness EA2. Track (move sequentially from sound to sound) and represent	<input type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). <input type="checkbox"/> English-Language Arts content Standards Kindergarten A2. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words).	<input type="checkbox"/> 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. <input type="checkbox"/> <i>Concepts About Print</i> 1.1 Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> 1.2 Follow words from left to right and from top to bottom on the printed page.	EA17 ELD & 1.15 ELA Standard Electronic Teacher's Guide (ETG) <i>Kindergarten Big Books for ELD</i> p. T21 A27 ELD & 1.15 ELA Standard ETG <i>Kindergarten Big Books for ELD</i> p. T21 B8 ELD & 2.0 ELA Standard ETG <i>Kindergarten Big Books for ELD</i> pp. T6-T9, T39.	EA17 ELD & 1.15 ELA Standard All units are organized similarly, with 10 units total. A27 ELD & 1.15 ELA Standard All units are organized similarly, with 10 units total. B8 ELD & 2.0 ELA Standard All units are organized the same way, with 10 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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<input type="checkbox"/> Kindergarten <input type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using	<input type="checkbox"/> three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness <input type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> EI5. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).	<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends. <input type="checkbox"/> I5. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). <input type="checkbox"/> I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>).	<input type="checkbox"/> changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). <input type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> EA5. Track	<input type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One <input type="checkbox"/> A5. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> A7. Use knowledge of	<input type="checkbox"/> 1.3 Understand that printed materials provide information. <input type="checkbox"/> 1.4 Recognize that sentences in print are made up of separate words. <input type="checkbox"/> 1.5 Distinguish letters from words. <input type="checkbox"/> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. <i>Phonemic Awareness</i> <input type="checkbox"/> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	E114 ELD & 2.0 ELA Standard ETG <i>Kindergarten Big Books for ELD</i> pp. T6-T9, T39. I28 ELD & 2.0 ELA Standard ETG <i>Kindergarten Big Books for ELD</i> pp. T6-T9, T39. EA31 ELD & 2.0 ELA Standard ETG <i>Kindergarten Big Books for ELD</i> pp. T6-T9, T39. A40 ELD & 2.0 ELA Standard ETG <i>Kindergarten Big Books for ELD</i>	E114 ELD & 2.0 ELA Standard All units are organized the same way, with 10 units total. I28 ELD & 2.0 ELA Standard All units are organized the same way, with 10 units total. EA31 ELD & 2.0 ELA Standard All units are organized the same way, with 10 units total. A40 ELD & 2.0 ELA Standard All units are organized the same way, with 10 units total.	

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<input type="checkbox"/> drawings, words, or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input checked="" type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching	English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> E16. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> E17. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic	<input type="checkbox"/> 17. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). <input type="checkbox"/> 18. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input type="checkbox"/> 19. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	<input type="checkbox"/> auditorily each word in a sentence and each syllable in a word. <input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words. Grade Two <input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-	<input type="checkbox"/> vowel digraphs and r-controlled letter-sound associations to read words. <input type="checkbox"/> A8. Read compound words and contractions. <input type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). <input type="checkbox"/> A10. Read common word families (e.g., -ite, -ate). <input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech. Grade Two	<input type="checkbox"/> three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> 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 (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). <input type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> 1.10 Identify and	pp. T6-T9, T39.	units total.	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input type="checkbox"/> objects, pointing to an answer, drawing pictures). <input type="checkbox"/> B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B10. Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom	<input type="checkbox"/> Awareness EI8. Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> Fluency and Systematic Vocabulary Development EI9. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input type="checkbox"/> EI10. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI11. Read aloud an	<input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet. English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> I13. Understand that printed materials provide information. <input type="checkbox"/> I14. Recognize that sentences in print	<input type="checkbox"/> vowel = <i>su/per</i> ; vowel-consonant/ consonant-vowel = <i>sup/per</i> . <input type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). <input type="checkbox"/> EA11. Read aloud fluently and accurately and with appropriate intonation and expression.	<input type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	<input type="checkbox"/> produce rhyming words in response to an oral prompt. <input type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> 1.12 Track auditorily each word in a sentence and each syllable in a word. <input type="checkbox"/> 1.3 Count the number of sounds in syllables and syllables in words. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to			

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input type="checkbox"/> activities. <input type="checkbox"/> B12. Identify, using key words or pictures, the basic sequence of events in stories read aloud. Literary Response and Analysis <input type="checkbox"/> B13. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B14. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/> increasing number of English words. <input type="checkbox"/> EI12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. Reading Comprehension <input type="checkbox"/> EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	<input type="checkbox"/> are made up of separate words. <input type="checkbox"/> I15. Distinguish letters from words. Grade One <input type="checkbox"/> I16. Match spoken words to printed words. <input type="checkbox"/> I17. Identify letters, words, and sentences. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and	<input type="checkbox"/> EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition <input type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> EA14. Read simple	<input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Fluency and Systematic Vocabulary Development <input type="checkbox"/> A17. Explain common antonyms and synonyms. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A18. Understand and explain common antonyms and synonyms.	<input checked="" type="checkbox"/> appropriate letters. <input checked="" type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> 1.18 Describe common objects and events in both			

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	<input checked="" type="checkbox"/> EI14. Draw and label pictures related to a story topic or one's own experience. <input type="checkbox"/> EI15. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI15. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> EI17. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI18. Respond orally	<input type="checkbox"/> correcting errors when speaking or reading aloud. <input type="checkbox"/> I19. Use decoding skills to read more complex words independently. English-Language Arts Content Standards Grade One <input type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs and express ideas in	<input type="checkbox"/> one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word Recognition <input type="checkbox"/> EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e.,	<input type="checkbox"/> Recognize words that have multiple meanings in texts. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A19. Identify simple multiple-meaning words. <input type="checkbox"/> A20. Apply knowledge of academic and social vocabulary to achieve independent reading. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A21. Use knowledge	<input checked="" type="checkbox"/> general and specific language. <input checked="" type="checkbox"/> 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). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight (California Department of			

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	<p>to factual comprehension questions about stories by answering in simple sentences.</p> <p><input type="checkbox"/> EI19. Recite simple poems.</p> <p><input type="checkbox"/> EI20. Identify orally the setting and characters by using simple sentences and vocabulary.</p>	<p>a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p><input type="checkbox"/> I22. Describe common objects and events in both general and specific language.</p> <p><input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading.</p>	<p>phonograms), and blend those sounds into recognizable words.</p> <p><input checked="" type="checkbox"/> EA17. Read common, irregular sight words (e.g., the, have, said, come, give, of).</p> <p><input type="checkbox"/> EA18. Use knowledge of vowel digraphs and r-controlled letter- sounds associations to read words.</p> <p><input type="checkbox"/> EA19. Read compound words and contractions.</p> <p><input type="checkbox"/> EA20. Read</p>	<p><input type="checkbox"/> A22. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p><input type="checkbox"/> A23. Match all consonant and short-vowel sounds to appropriate letters.</p> <p><input type="checkbox"/> A24. Read simple one-syllable and high-frequency words (i.e., sight words).</p>	<p>Education, 1996) illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Informational Materials</i></p> <p><input type="checkbox"/> 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></p> <p><input type="checkbox"/> 2.2 Use pictures and context to make predictions about story content.</p> <p><input type="checkbox"/> 2.3 Connect to life</p>			

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		<input type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). Reading Comprehension <input type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories. <input type="checkbox"/> I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/> inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> EA21. Read common word families (e.g., <i>-ite -ate</i>). <input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad</i> ;	<input type="checkbox"/> A25. Understand that as letters change, so do the sounds (i.e., the alphabetic principle). Grade One <input type="checkbox"/> A26. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input checked="" type="checkbox"/> A27. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	<input type="checkbox"/> experiences the information and events in texts. <input type="checkbox"/> 2.4 Retell familiar stories. <input type="checkbox"/> 2.5 Ask and answer questions about essential elements of a text. <input type="checkbox"/> 3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i>			

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		<input type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences. <input checked="" type="checkbox"/> I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities. Literary Response and Analysis <input type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple	<input type="checkbox"/> <i>blend, mix</i> in stories or games. <input type="checkbox"/> EA24. Use simple prefixes and suffixes when they are attached to known vocabulary. English-Language Arts Content Standards Grade Two <input type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <input type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary	<input type="checkbox"/> A28. Use knowledge of vowel diagraphs and <i>r</i> -controlled letter-sound associations to read words. <input type="checkbox"/> A29. Read compound words and contractions. <input type="checkbox"/> A30. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> A31. Read common word families (e.g., <i>-ite, -ate</i>). <input type="checkbox"/> A32. Read aloud with fluency in a manner that sounds like natural speech. Grade Two	<input type="checkbox"/> illustrate the quality and complexity of the materials to be read by students. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.1 Distinguish fantasy from realistic text. <input type="checkbox"/> 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). <input type="checkbox"/> 3.3 Identify characters, settings, and important events.			

*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>.

Publisher: Hampton-Brown		Program Title: Big Books for ELD (Pack 2.0 – ISBN 07362-26974)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)	X	Early Advanced (EA)
X	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
		<input type="checkbox"/> texts. <input type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> to begin independent reading. Reading Comprehension <input type="checkbox"/> EA27. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. <input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. <input type="checkbox"/> EA29. Write a brief	<input type="checkbox"/> A33. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> A34. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> A35. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A36. Recognize common abbreviations (e.g.,				

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Grades K-2 ELD Reading				ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten		
			<input type="checkbox"/> summary (three or four complete sentences) of a story. <input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings. <input checked="" type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and Analysis <input type="checkbox"/> EA32. Read short	<input type="checkbox"/> <i>Jan., Sun., Mr., St.</i> <input type="checkbox"/> A37. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension <input type="checkbox"/> A38. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts. <input type="checkbox"/> A39. Locate and use			

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			<input type="checkbox"/> poems and orally identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input type="checkbox"/> EA33. Read a story and identify the beginning, middle, and end.	<input checked="" type="checkbox"/> text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis <input checked="" type="checkbox"/> A40. Read a variety of children's literature and respond to it both orally and in writing. <input type="checkbox"/> A41. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A42. Compare and contrast different authors' use of literary elements.				

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