

**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:

Folk Tale Collection (Pack 4.1 – ISBN 07362-27059)

Grade Level(s):

1-12

Program Description:

High-interest, classic, contemporary, and expository texts—with supports designed especially for English learners—help your students become independent readers.

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

OLTG = Online 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 4.1 Online Teacher's Guide This is an online component. To view this item online, please visit: www.hampton-brown.com/sb1113/oltg	OLTG_4_1

Publisher: Hampton-Brown		Program Title: Folk Tale Collection (Pack 4.1 – ISBN 07362-27059)	
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)
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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation
<input checked="" 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 of phrases). <input type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses.	<input checked="" 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 or she</i>). <input type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Restate in simple sentences the main idea of	<input type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input checked="" 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; however, some	<input type="checkbox"/> EA1. Summarize literary pieces in greater detail by including the characters, setting, and plot and analyzing them in greater detail. <input type="checkbox"/> EA2. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input type="checkbox"/> EA3. Participate in and initiate more extended social conversations with peers and adults	<input type="checkbox"/> A1. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input type="checkbox"/> A2. Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade). <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and	<input checked="" type="checkbox"/> Listening and Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose. <input type="checkbox"/> 1.1 Formulate	<u>B1-ELD & 1.0-ELA</u> Online Teacher's Guide (OLTG) <i>Folktale Collection</i> Unit 1, pp 2–3, 6–7; Unit 2, pp2–3, 6–7; etc. <u>EI1-ELD & 1.0-ELA</u> Online Teacher's Guide (OLTG) <i>Folktale Collection</i> Unit 1, pp 2–3, 6–7; Unit 2, pp2–3, 6–7; etc. <u>I2-ELD, & 1.0-ELA</u> Online Teacher's Guide (OLTG) <i>Folktale Collection</i> Unit 1, pp 2–3, 6–7; Unit 2, pp2–3, 6–7; etc.	<u>B1-ELD & 1.0-ELA</u> Students read or listen and respond to literature on the same pages within each of the 16 units. <u>EI1-ELD & 1.0-ELA</u> Students read or listen and respond to literature on the same pages within each of the 16 units. <u>I2-ELD, & 1.0-ELA</u> Students read or listen and respond to literature on the same pages within each of the 16 units.

*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"/> B4. Respond with simple words or phrases to questions about simple written texts. <input type="checkbox"/> B5. Orally identify types of media (e.g., magazine, documentary film, news report)	<input type="checkbox"/> EI5. Orally communicate basic needs (e.g., “Do we have to _____?”). <input type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.	<input type="checkbox"/> EA4. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA5. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input type="checkbox"/> EA6. Use simple figurative language	<input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input type="checkbox"/> A6. Speak clearly	<input type="checkbox"/> judgments about the ideas under discussion and support those judgments with convincing evidence. <input type="checkbox"/> 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement			

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		<input type="checkbox"/> 16. Identify a variety of media messages (e.g., radio, television, movies) and give some details supporting the messages. <input type="checkbox"/> 17. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources. <input type="checkbox"/> 18. Prepare and ask basic interview questions and respond to them.	<input type="checkbox"/> and idiomatic expressions (e.g., “sunshine girl,” heavy as a ton of bricks”) to communicate ideas to a variety of audiences. <input type="checkbox"/> EA7. Prepare and deliver presentations that follow a process of organization and use various sources. <input type="checkbox"/> EA8. Prepare and deliver brief oral presentations/ reports on historical investigations, a problem and solution, or a cause and effect.	<input type="checkbox"/> and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> or action, or to unite audiences behind a common belief or cause. <input type="checkbox"/> 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources). <input type="checkbox"/> 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of			

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					<input type="checkbox"/> persuasion and debate. <input type="checkbox"/> 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance. <input type="checkbox"/> 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. <input type="checkbox"/> 1.8 Produce concise notes for extemporaneous delivery. <input type="checkbox"/> 1.9 Analyze the occasion and the			

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										interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable. <input type="checkbox"/> 1.11 Assess how language and		

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					<input type="checkbox"/> delivery affect the mood and tone of the oral communication and make an impact on the audience. <input type="checkbox"/> 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax. <input type="checkbox"/> 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic. <input type="checkbox"/> 1.14 Identify the aesthetic effects of a media presentation			

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										<input type="checkbox"/> and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version). 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American			

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										English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Deliver narrative presentations: <ul style="list-style-type: none"> a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells 		

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						of a scene and the specific actions, movements, gestures, and feelings of characters. d. Pace the presentation of actions to accommodate time or mood changes. <input type="checkbox"/> 2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently.		

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										c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately. <input type="checkbox"/> 2.3 Apply appropriate interviewing techniques: a. Prepare and ask		

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						relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview. <input type="checkbox"/> 2.4 Deliver oral responses to literature: a. Advance a judgment demonstrating a comprehensive		

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										grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text). b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		

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										<input type="checkbox"/> 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert		

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						<p>opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p> <p>d. Anticipate and address the listener's concerns and counterarguments.</p> <p><input type="checkbox"/> 2.6 Deliver descriptive presentations:</p> <p>a. Establish clearly the speaker's point of view on the subject of the presentation.</p> <p>b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).</p> <p>c. Use effective, factual descriptions</p>		

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										of appearance, concrete images, shifting perspectives and vantage points, and sensory details. Written And Oral English Language Conventions 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"/> 1.0 Written And Oral English Language Conventions Students write and speak with a			

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					<input type="checkbox"/> command of standard English conventions. Grammar and <i>Mechanics of Writing</i> 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g. semicolons, colons, ellipses, hyphens). <input type="checkbox"/> 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).			

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										<input type="checkbox"/> 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. <i>Manuscript Form</i> <input type="checkbox"/> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. <input type="checkbox"/> 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material			

*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: Folk Tale Collection (Pack 4.1 – ISBN 07362-27059)	
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)
X	Intermediate (I)		

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

Grades 9-10 ELD Listening and Speaking Standards					ELA Standards							
<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		Grades 9-10	Primary Citation	Supporting Citation
										(e.g., in-test citation, use of direct quotations, paraphrasing) with appropriate citations.		

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