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:

ELD Leveled Libraries Single Copy Set (Pack 4.2A – ISBN 07362-27687)

Grade Level(s):

4-12

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.

COMPONENT TITLE	ISBN NUMBER
CA SB1113 Pack 4.2 Online Teacher's Guide This is an online component. To view this item online, please visit: www.hampton-brown.com/sb1113/oltg	**OLTG_4_2**

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	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 Reading										**ELA Standards**		
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		**Grade 5**	Primary Citation	Supporting Citation
	Word Analysis		**Word Analysis**		**Word Analysis**		**Word Analysis**		**Word Analysis**		**Reading**		
☐	B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud.	☐	EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., *a* in *cat and* final consonants).	☐	I1. Pronounce most English phonemes correctly while reading aloud.	☐	EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	☐	A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	☐	**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	**EI8-ELD & 2.0 ELA Standard** Online Teacher's Guide (OLTG), Collection A, Theme 5, *Knights of the Round Table*	**EI8-ELD & 2.0 ELA Standard** Pattern repeats in the OLTG for each of 3 books in Themes 1-5 (15 books, total)
☐	B2. Recognize sound/symbol relationships in one's own writing.	☐	EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	☐	I2. Use common English morphemes in oral and silent reading.		**Fluency and Systematic Vocabulary Development**	☐	A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary.	☐	*Word Recognition* 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	**I9-ELD & 2.0 ELA Standard** OLTG, Collection A, Theme 5, *Knights of the Round Table*	**I9-ELD & 2.0 ELA Standard** Pattern repeats in the OLTG for each of 3 books in Themes 1-5 (15 books, total)
	Fluency and Systematic Vocabulary Development			☐	I3. Create a simple dictionary of frequently used words.	☐	EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	☐	A3. Recognize that some words have		*Vocabulary and Concept Development*	**EA11-ELD & 2.0 ELA Standard** OLTG, Collection A,	**EA11-ELD & 2.0 ELA Standard** Pattern repeats in the OLTG for each
☐	B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.		**Fluency and Systematic**	☐	I4. Use knowledge of English morphemes, phonics, and								

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3/8/2005

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

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		**Grade 5**		Primary Citation	Supporting Citation
☐	B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).		**Vocabulary Development**		syntax to decode and interpret the meaning of unfamiliar words in text.	☐	EA3. Recognize that some words have multiple meanings (e.g., *present/gift, present/time*) in literature and texts in content areas.		multiple meanings and apply this knowledge consistently.	☐	1.2 Use word origins to determine the meaning of unknown words.	Theme 5, *Knights of the Round Table*	of 3 books in Themes 1-5 (15 books, total)
☐	B5. Demonstrate comprehension of simple vocabulary with an appropriate action.	☐	EI3. Apply knowledge of content-related vocabulary to discussions and reading.	☐	I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	☐	EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., *educate, education*).	☐	A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	☐	1.3 Understand and explain frequently used synonyms, antonyms, and homographs.		
☐	B6. Retell simple stories by using drawings, words, or phrases.	☐	EI4. Read simple vocabulary, phrases, and sentences independently.	☐	I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	☐	EA5. Use a standard dictionary to find the meaning of known vocabulary.	☐	A5. Use common idioms, some analogies, and metaphors in discussion and reading.	☐	1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).		
☐	B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and	☐	EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	☐	I7. Use content-related vocabulary	☐	EA6. Recognize simple analogies	☐	A6. Use a standard dictionary to determine the meaning of unknown words.	☐	1.5 Understand and explain the figurative and metaphorical use of words in context.		
								☐	A7. Read aloud	☒	**2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and**		

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	academic settings (e.g., locations, greetings, classroom objects). **Reading Comprehension** B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. B9. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.		EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts. **Reading Comprehension** **EI8. Read and listen to simple stories and demonstrate under-stand by**		in discussions and reading. I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., *speak, speaker*). **Reading Comprehension** **I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives with his family in the forest").** I10. Read text and identify features, such as the title,		(e.g., "fly like a bird") and metaphors used in literature and texts in content areas. EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. EA9. Read aloud with appropriate pacing, intonation, and expression increasingly		with appropriate pacing, intonation, and expression narrative and expository texts. **Reading Comprehension** A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. A9. Describe main ideas and supporting details, including supporting evidence. A10. Use text features, such as format, diagrams,		**connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines,**		

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☐	B10. Understand and follow simple one-step directions for classroom activities.		**using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").**		table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.		complex narrative and expository texts.		charts, glossaries, indexes, and the like, to locate and draw information from text.		**newspapers, online information). In grade five, students make progress toward this goal.**		
☐	B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	☐	EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.	☐	I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	☐	**Reading Comprehension** EA10. Describe the main ideas and supporting details of a text.		Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.	☐	*Structural Features of Informational Materials* 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.		
☐	B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	☐	EI10. Understand and follow simple two-step directions for classroom activities.	☐	I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.	☒	**EA11. Generate and respond to the comprehension questions related to the text.**	☐	A11. Distinguish fact from opinion and inference and cause from effect in text.	☐	2.2 Analyze text that is organized in sequential or chronological order. *Comprehension and Analysis of Grade-Level-Appropriate Text*		
☐	B13. Point out text features, such as the title, table of contents, and chapter headings.	☐	EI11. Orally identify, using simple sentences, the basic sequence	☐	I13. Understand	☐	EA12. Describe relationships between the text and one's personal experience.	☐	**Literary Response and Analysis** A12. Describe the	☐	2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.		
	Literary Response and					☐	EA13. Locate text features, such as			☐	2.4 Draw inferences, conclusions, or		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
	Analysis		of events in text that one reads.		and follow some multiple-step directions for classroom-related activities.		format, diagrams, charts, glossaries, and indexes, and identify the functions.		major characteristics of poetry, drama, fiction, and nonfiction.		generalizations about text and support them with textual evidence and prior knowledge. *Expository Critique*		
☐	B14. Listen to a story and respond orally in one or two words to factual comprehension questions. Identify orally different characters and settings in simple literary texts by using words or phrases.	☐	EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.	☐	I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	☐	EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.	☐	A13. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques.	☐	2.5 Distinguish facts, supported inferences, and opinions in text.		
☐	B15. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.	☐	EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.		**Literary Response and Analysis**	☐	EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	☐	A14. Recognize and describe themes stated directly or implied in literary texts.	☐	**3.0 Literary Response and Analysis** Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.		
☐	B16. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales,	☐	EI14. Orally identify examples of fact and opinion in familiar texts read aloud.	☐	I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	☐	EA16. Identify some significant structural (organizational) patterns in text, such as sequential	☐	A15. Compare and contrast the motives of characters in a work of fiction.				
			Literary Response and Analysis	☐	I16. Apply knowledge of language to derive								

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	folktales, myths, and legends.	☐	EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. ☐ EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. ☐ EI17. Recite simple poems. ☐ EI18. Describe orally in simple sentences the setting of a literary work. ☐ EI19. Distinguish orally between poetry, drama, and		meaning from literary texts and comprehend them.		or chronological order and cause and effect. **Literary Response and Analysis** ☐ EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). ☐ EA18. Distinguish between literary connotations and symbols from culture to culture. Read a literary selection and orally identify metaphors and similes. ☐ EA19. Identify the motives of				*Structural Features of Literature* ☐ 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. *Narrative Analysis of Grade-Level-Appropriate Text* ☐ 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. ☐ 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.		

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			short stories by using simple sentences. ☐ EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.				characters in a work of fiction. ☐ EA20. Recognize and describe themes stated directly in a text. ☐ EA21. Read a literary selection and orally identify the speaker or narrator by using simple sentences. ☐ EA22. Read a literary selection and orally identify the main conflict in the plot and its resolution. ☐ EA23. Recognize the difference between the first-person and third-person points of view in a literary			☐ 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. ☐ 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). *Literary Criticism* ☐ 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. ☐ 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to		

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							text.				influence readers' perspectives.		

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