

**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:

English to a Beat! (Pack 6.0 – ISBN 07362-27105)

Grade Level(s):

1-5

Program Description:

Develop oral language, grammar, vocabulary, and writing skills with these engaging songs and multicultural folk tales. Lesson plans move students from learning language in songs to speaking and writing in everyday contexts.

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

TG = English to a Beat! 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>
English to a Beat! Teacher's Guide	07362-25021

Publisher: Hampton-Brown		Program Title: English to a Beat! (Pack 6.0 – ISBN 07362-27105)	
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 K-2 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	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 or phrases). <input type="checkbox"/> B2. Answer simple questions with one- to -two-word responses. <input type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching)	<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</i> or <i>she</i>). <input type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.	<input type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input type="checkbox"/> I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person	<input type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input type="checkbox"/> EA3. 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"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") 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	<input checked="" type="checkbox"/> <u>Listening and Speaking</u> <input checked="" type="checkbox"/> 1.0 Listening And Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <input type="checkbox"/> 1.1 Listen Attentively. <input type="checkbox"/> 1.2 Ask questions for clarification and understanding.	<u>B1 ELD & 1.0 ELA Standard</u> Teacher's Guide (TG) <i>English to a Beat</i> pp. 4-5, 8-9, 11, 13, 15, 17, 19, 21, 23. <u>EI1 ELD & 1.0 ELA Standard</u> Teacher's Guide (TG) <i>English to a Beat</i> pp. 4-5, 8-9, 11, 13, 15, 17, 19, 21, 23.	<u>B1 ELD & 1.0 ELA Standard</u> Primary citations listed are for Skill Plan 1. Each of the 16 Skill Plans follows the same pattern and connects to the specified standards similarly. <u>EI1 ELD & 1.0 ELA Standard</u> Primary citations listed are for Skill Plan 1. Each of the 16 Skill Plans follows the same pattern and connects to the specified standards similarly.

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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>.

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<input type="checkbox"/> objects, pointing to an answer, drawing pictures). <input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., “Thank you”, “You’re welcome”).	<input type="checkbox"/> EI4. Orally communicate basic needs (e.g., “May I get a drink?”). <input type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> singular, male and female pronouns). <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. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<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. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting	<input type="checkbox"/> communication of others. <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. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation,	<input type="checkbox"/> 1.3 Give, restate, and follow simple two-step directions <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Stay on the topic when speaking. <input type="checkbox"/> 1.5 Use descriptive words when speaking about people, places, things, and events. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a	<u>I3 ELD & 1.0 ELA Standard</u> Teacher’s Guide (TG) <i>English to a Beat</i> pp. 4-5, 8-9, 11, 13, 15, 17, 19, 21, 23.	<u>I3 ELD & 1.0 ELA Standard</u> Primary citations listed are for Skill Plan 1. Each of the 16 Skill Plans follows the same pattern and connects to the specified standards similarly.

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			elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	<input type="checkbox"/> coherent thesis statement. 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 one outlined in Listening and Speaking Standard 1.0, students:			
					<input type="checkbox"/> 2.1 Recite poems, rhymes, songs, and stories. <input type="checkbox"/> 2.2 Retell stories using basic story grammar and relating the sequence of story			

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					<input type="checkbox"/> events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions. <input type="checkbox"/> 2.3 Relate an important life event or personal experience in a simple sequence. <input type="checkbox"/> 2.4 Provide descriptions with careful attention to sensory detail.			
					<p><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</p>			

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					<input type="checkbox"/> 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 command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input type="checkbox"/> 1.3 Identify and correctly use			

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						contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. <input type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize the		

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							<input type="checkbox"/> first word of a sentence, names of people, and the pronoun <i>I</i> . Spelling <input type="checkbox"/> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	

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