

**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)	X	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 K-2 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input type="checkbox"/> Strategies and Applications B1. Copy the English alphabet legibly. <input type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). <input checked="" type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a	<input checked="" type="checkbox"/> Strategies and Applications EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <input type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday"). <input type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input type="checkbox"/> Strategies and Applications I1. Write short narrative stories that include the elements of setting and characters. <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. <input type="checkbox"/> I4. Write simple sentences	<input type="checkbox"/> Strategies and Applications EA1. Write short narratives that include elements of setting, characters, and events. <input type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus. <input type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input type="checkbox"/> Strategies and Applications A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events. <input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms.	<input type="checkbox"/> Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Select a focus when writing. <input type="checkbox"/> 1.2 Use descriptive words when writing. <i>Penmanship</i>	<u>B3 ELD & 1.2 Written/Oral Conventions ELA Standard</u> Teacher's Guide (TG) <i>English to a Beat</i> pp. 124-144. <u>EI1 ELD & 1.2 Written/Oral Conventions ELA Standard</u> Teacher's Guide (TG) <i>English to a Beat</i> pp. 124-144. <u>I7 ELD & 1.2 Written/Oral Conventions ELA Standard</u> Teacher's Guide (TG) <i>English to a</i>	

*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"/>	group story. English-Language Conventions B5. Use capitalization when writing one's own name.	<input type="checkbox"/>	English-Language Conventions EI4. Use capitalization to begin sentences and for proper nouns. <input type="checkbox"/> EI5. Use a period or question mark at the end of a sentence. <input type="checkbox"/> EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	<input type="checkbox"/>	appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> I5. Write a friendly letter of a few lines. English-Language Conventions <input type="checkbox"/> I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. <input checked="" type="checkbox"/> I7. Use standard word order but may have some inconsistent grammatical forms	<input type="checkbox"/>	EA4. Write a formal letter. <input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed). English-Language Conventions <input type="checkbox"/> EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. <input checked="" type="checkbox"/> EA7. Use standard word order with some inconsistent grammar forms	<input type="checkbox"/>	A4. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus. English-Language Conventions <input type="checkbox"/> A5. Use complete sentences and correct word order. <input type="checkbox"/> A6. Use correct parts of speech, including correct subject/verb agreement. <input type="checkbox"/> A7. Edit writing for punctuation, capitalization, and spelling.	<input type="checkbox"/>	1.3 Print legibly and space letters, words, and sentences appropriately. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade one outlined in	<i>Beat</i> pp. 124-144. <u>EA7 ELD & 1.2 Written/Oral Conventions ELA Standard</u> Teacher's Guide (TG) <i>English to a Beat</i> pp. 124-144. <u>B3 ELD & 1.3 Written/Oral Conventions ELA Standard</u> TG <i>English to a Beat</i> pp. 4-24, 196-216. <u>EI1 ELD & 1.3 Written/Oral Conventions ELA Standard</u> TG <i>English to a</i>	

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		(e.g., subject/verb without inflections).	<input type="checkbox"/> (e.g., subject/verb agreement). <input type="checkbox"/> EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). English-Language Arts Content Standards Grade One: Spelling <input type="checkbox"/> EA9. Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. Grade Two <input type="checkbox"/> EA10. Spell frequently used, irregular words correctly (e.g., was,	<input type="checkbox"/> A8. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. <input type="checkbox"/> 2.2 Write brief expository descriptions of a real object, person, place, or event, using 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	<i>Beat</i> pp. 4-24, 196-216. <u>17 ELD & 1.3 Written/Oral Conventions ELA Standard</u> TG <i>English to a Beat</i> pp. 4-24, 196-216. <u>EA7 ELD & 1.3 Written/Oral Conventions ELA Standard</u> TG <i>English to a Beat</i> pp. 4-24, 196-216.		

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			<i>were, says, said, who, what, why).</i>		<input type="checkbox"/> 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 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 checked="" type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns.			

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							<input checked="" type="checkbox"/> 1.3 Identify and correctly use 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.		

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											<input type="checkbox"/> <i>Capitalization</i> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <input type="checkbox"/> <i>Spelling</i> 1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.		

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