

**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](mailto: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.**

<b><u>COMPONENT TITLE</u></b>	<b><u>ISBN NUMBER</u></b>
<b>English to a Beat! Teacher's Guide</b>	<b>07362-25021</b>

Publisher: Hampton-Brown		Program Title: English to a Beat! (Pack 6.0 – ISBN 07362-27105)	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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)**

<b>Grades 3-5 ELD Writing Strategies and Applications</b>					<b>ELA Standards</b>		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Strategies and Applications</b> B1. Write the English alphabet legibly.  <input type="checkbox"/> B2. Label key parts of common objects.  <input type="checkbox"/> B3. Create simple sentences or phrases with some assistance.  <input type="checkbox"/> B4. Use models to write short narratives.  <input checked="" type="checkbox"/> Primary citations listed are for Skill Plan 1. Each of the 16 Skill Plans follows the same pattern and	<input type="checkbox"/> <b>Strategies and Applications</b> E11. Write short narrative stories that include elements of setting and characters.  <input type="checkbox"/> E12. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.  <input type="checkbox"/> E13. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.  <input type="checkbox"/> E14. Write an increasing number	<input type="checkbox"/> <b>Strategies and Applications</b> I1. Narrate with some detail a sequence of events.  <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. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).  <input type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central	<input type="checkbox"/> <b>Strategies and Applications</b> EA1. Write a detailed summary of a story.  <input type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns.  <input type="checkbox"/> EA3. Independently write simple responses to literature.  <input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social	<input type="checkbox"/> <b>Strategies and Applications</b> 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 a persuasive composition by using standard grammatical forms.  <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events.	<input type="checkbox"/> <b>Writing 1.0 Writing Strategies</b> 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> 1.1 Create a single paragraph: a. Develop a topic sentence.	<p><b><u>B5 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b></p> <p>Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-23, 24.</p> <p><b><u>EI6 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b></p> <p>Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-</p>	<p><b><u>B5 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b></p> <p>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.</p> <p><b><u>EI6 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b></p> <p>Primary citations listed are for Skill Plan 1. Each of the 16 Skill Plans follows</p>

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<input type="checkbox"/> connects to the specified standards similarly.  <b>English-Language Conventions</b> <input type="checkbox"/> B6. Use capitalization when writing one's own name and at the beginning of sentences.  <input type="checkbox"/> B7. Use a period at the end of a sentence and a question mark at the end of a question.	<input type="checkbox"/> of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).  <input type="checkbox"/> EI5. Follow a model to write a friendly letter.  <input checked="" type="checkbox"/> 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.  <b>English-Language Conventions</b> <input type="checkbox"/> EI7. Use	<input type="checkbox"/> idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)  <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).  <input type="checkbox"/> I6. Write a letter independently by using detailed sentences.  <b>English-Language Conventions</b> <input type="checkbox"/> I7. Produce independent writing	<input type="checkbox"/> studies).  <input type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence.  <input type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.  <b>English-Language Conventions</b> <input type="checkbox"/> EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and	<input type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms.  <input type="checkbox"/> A5. Independently use all the steps of the writing process.  <b>English-Language Conventions</b> <input type="checkbox"/> A6. Use complete sentences and correct word order.  <input type="checkbox"/> A7. Use correct parts of speech, including correct subject/verb agreement.  <input type="checkbox"/> A8. Edit writing for punctuation, capitalization, and	<input type="checkbox"/> b. Include simple supporting facts and details. <i>Penmanship</i> <input type="checkbox"/> 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. <i>Research</i> <input type="checkbox"/> 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.4 Revise drafts to improve the coherence and logical progression of	23, 24.  <b><u>I8 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b>  Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-23, 24.  <b><u>EA8 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b>	the same pattern and connects to the specified standards similarly.  <b><u>I8 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b>  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.  <b><u>EA8 ELD &amp; 1.0 Written/Oral Conventions ELA Standard</u></b>

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	<p>capitalization to begin sentences and for proper nouns.</p> <p><input type="checkbox"/> EI8. Use a period at the end of a sentence and use some commas appropriately.</p> <p><input type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.</p>	<p>that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p><input checked="" type="checkbox"/> <b>I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).</b></p>	<p>spelling.</p> <p><input checked="" type="checkbox"/> <b>EA8. Use standard word order but may have more consistent grammatical forms, including inflections.</b></p> <p><input type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).</p> <p><b>English-Language Arts Content Standards Grade Three: Spelling</b></p> <p><input type="checkbox"/> EA10. Spell correctly one-</p>	<p>spelling.</p> <p><input type="checkbox"/> A9. Produce writing that demonstrates a command of the conventions of standard English.</p>	<p>ideas by using an established rubric.</p> <p><input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 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 three outlined in Writing Standard 1.0, students:</p>	<p>Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-23, 24.</p>	<p>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.</p>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation	
			<input type="checkbox"/> syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i> ). <input type="checkbox"/> EA11. Arrange words in alphabetic order. <b>Grade Four</b> <input type="checkbox"/> EA12. Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.		<input type="checkbox"/> 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. <input type="checkbox"/> 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. <input type="checkbox"/> 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness			

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										of the knowledge and interest of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.  <u><b>Written and Oral English Language Conventions</b></u> 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.			

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										<input checked="" type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b> <b>Students write and speak with a command of standard English conventions appropriate to this grade level.</b> <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives,			

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										<input type="checkbox"/> compound words, and articles correctly in writing and speaking. <input type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. <input type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i> <input type="checkbox"/> 1.5 Punctuate dates, city and state, and titles of books correctly. <input type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize geographical names,			

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										<input type="checkbox"/> holidays, historical periods, and special events correctly. <i>Spelling</i> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>--ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i> ). <input type="checkbox"/> 1.9 Arrange words in alphabetic order.			

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