

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

Grades 3-5 ELD Writing Strategies and Applications						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	Grade 5	Primary Citation	Supporting Citation	
<input type="checkbox"/> Strategies and Applications 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"/> B5. During group writing activities, write brief narratives and stories by using a few standard	<input type="checkbox"/> Strategies and Applications 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"/> Strategies and Applications 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"/> Strategies and Applications 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"/> 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 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"/> <u>Writing</u> 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation	B5 ELD & 1.0 Written/Oral Conventions ELA Standard Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-23, 24. EI6 ELD & 1.0 Written/Oral Conventions ELA Standard Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-	B5 ELD & 1.0 Written/Oral Conventions ELA Standard 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. EI6 ELD & 1.0 Written/Oral Conventions ELA Standard Primary citations listed are for Skill Plan 1. Each of the 16 Skill Plans follows	

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<input type="checkbox"/> grammatical forms. <input type="checkbox"/> English-Language Conventions 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"/> EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. English-Language	<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. English-Language Conventions <input type="checkbox"/> I7. Produce	<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. English-Language Conventions <input type="checkbox"/> EA7. Produce independent writing with consistent use of correct capitalization,	<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. English-Language Conventions <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,	<input type="checkbox"/> or plot. b. Describe the setting. c. Present an ending. <input type="checkbox"/> 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. <i>Research and Technology</i>	23, 24. <u>I8 ELD & 1.0 Written/Oral Conventions ELA Standard</u> Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-23, 24. <u>EA8 ELD & 1.0 Written/Oral Conventions ELA Standard</u>	the same pattern and connects to the specified standards similarly. <u>I8 ELD & 1.0 Written/Oral Conventions 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>EA8 ELD & 1.0 Written/Oral Conventions ELA Standard</u>

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

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	<input type="checkbox"/> Conventions E17. Use capitalization to begin sentences and for proper nouns. <input type="checkbox"/> E18. Use a period at the end of a sentence and use some commas appropriately. <input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<input checked="" type="checkbox"/> independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. <input checked="" type="checkbox"/> I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input checked="" type="checkbox"/> punctuation, and spelling. <input checked="" type="checkbox"/> EA8. Use standard word order but may have more consistent grammatical forms, including inflections. <input type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling). English-Language Arts Content Standards Grade Three: Spelling	<input type="checkbox"/> capitalization, and spelling. <input type="checkbox"/> A9. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. <input type="checkbox"/> 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks). <input type="checkbox"/> 1.5 Use a thesaurus to identify alternative word choices and meanings. <i>Evaluation and</i>	Teacher's Guide (TG) <i>English to a Beat</i> pp. 9, 10-13, 14-17, 18-21, 22-23, 24.	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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						<input type="checkbox"/>	EA10. 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 – y to –ies when forming the plural), and common homophones (e.g., <i>hair-hare</i>).			<input type="checkbox"/>	<i>Revision</i> 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.		
						<input type="checkbox"/>	EA11. Arrange words in alphabetic order.			<input type="checkbox"/>	2.0 Writing Applications (genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American		
						<input type="checkbox"/>	EA12. Spell correctly roots, inflections, suffixes and prefixes, and						

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							syllable constructions.			<input type="checkbox"/> English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. <input type="checkbox"/> Using the writing strategies of grade five outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. <input type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support			

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										<input type="checkbox"/> judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. 2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.			

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										<input type="checkbox"/> 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns. Written and Oral English Language Conventions The standards for written and oral English language conventions have			

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										<p>been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input checked="" 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.</p> <p><input type="checkbox"/> <i>Sentence Structure</i> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and</p>			

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					<input type="checkbox"/> dependent clauses; use transitions and conjunctions to connect ideas. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct			

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										<input type="checkbox"/> capitalization. <i>Spelling</i> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.			

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