

**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 At Your Command! Early Elementary Level Handbook and Practice Book Set
(Pack 9.2 – ISBN 07362-27148)

Grade Level(s):

2-3

Program Description:

Handbooks build vocabulary, language/grammar, and writing skills for English learners.

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

TG = English At Your Command! Early Elementary Teacher’s Edition

PE = Pupil Edition (English At Your Command! Early Elementary Handbook)

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 At Your Command! Early Elementary Teacher's Edition	07362-16472
English At Your Command! Early Elementary Handbook	07362-16464

Publisher: Hampton-Brown		Program Title: English at Your Command!, Early Elementary (Pack 9.2 – ISBN 07362-27148)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)	X	Early Advanced (EA)
X	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

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

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	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 checked="" 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	<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 checked="" 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> 1.1 Create a single paragraph: a. Develop a topic	<u>B5-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 2, p. T19, Communication Project 15, pp. T46-T49, Communication Project 20, pp. T68-T71 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 106-179 <u>E16-ELD & 1.0 ELA Standard</u>	<u>B5-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 14, pp. T42-T45, Communication Project 18, pp. T60-T63 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 294-321 <u>E16-ELD & 1.0 ELA Standard</u>

**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).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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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									
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation	
<input type="checkbox"/>	grammatical forms. English-Language Conventions B6. Use capitalization when writing one's own name and at the beginning of sentences.	<input type="checkbox"/>	of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). EI5. Follow a model to write a friendly letter.	<input type="checkbox"/>	create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.) 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"/>	studies). EA5. Independently write a persuasive letter with relevant evidence. <input checked="" type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.	<input type="checkbox"/>	A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. A5. Independently use all the steps of the writing process. English-Language Conventions A6. Use complete sentences and correct word order. A7. Use correct parts of speech, including correct subject/verb agreement.	<input type="checkbox"/>	sentence. b. Include simple supporting facts and details. <i>Penmanship</i> 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> 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). <i>Evaluation and Revision</i> 1.4 Revise drafts to improve the coherence and	<input type="checkbox"/>	Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 2, p. T19, Communication Project 15, pp. T46-T49, Communication Project 20, pp. T68-T71 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 106-179 <u>I2-ELD & 1.0 ELA Standard</u>	Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 14, pp. T42-T45, Communication Project 18, pp. T60-T63 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 294-321 <u>I2-ELD & 1.0 ELA Standard</u>
<input type="checkbox"/>	B7. Use a period at the end of a sentence and a question mark at the end of a question.	<input checked="" type="checkbox"/>	EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. English-Language Conventions	<input type="checkbox"/>	I6. Write a letter independently by using detailed sentences. English-Language	<input type="checkbox"/>	English-Language Conventions EA7. Produce independent writing with consistent use of correct	<input type="checkbox"/>	A7. Use correct parts of speech, including correct subject/verb agreement.	<input type="checkbox"/>	1.4 Revise drafts to improve the coherence and	<input type="checkbox"/>	Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 2, p. T19,	Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 14, pp. T42-

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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		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
	<input type="checkbox"/> 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 type="checkbox"/> Conventions 17. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. <input type="checkbox"/> 18. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input type="checkbox"/> capitalization, punctuation, and spelling. <input 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"/> EA10. Spell	<input type="checkbox"/> A8. Edit writing for punctuation, capitalization, and spelling. <input type="checkbox"/> A9. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> logical progression of ideas by using an established rubric. <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 three outlined in Writing Standard 1.0,	Communication Project 15, pp. T46-T49, Communication Project 20, pp. T68-T71 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 106-179 <u>EA6-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 2, p. T19, Communication Project 15, pp. T46-T49, Communication Project 20, pp.	T45, Communication Project 18, pp. T60-T63 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 294-321 <u>EA6-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 14, pp. T42-T45, Communication Project 18, pp. T60-T63 Pupil Edition (PE)

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
					<input type="checkbox"/> 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"/> EA11. Arrange words in alphabetic order. Grade Four <input type="checkbox"/> EA12. Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.		<input type="checkbox"/> students: 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:	T68-T71 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 106-179 <u>A4-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 2, p. T19, Communication Project 15, pp. T46-T49, Communication Project 20, pp. T68-T71 Pupil Edition (PE) <i>English At Your Command!</i> ,	<i>English At Your Command!</i> , chapter 6, pp. 294-321 <u>A4-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 14, pp. T42-T45, Communication Project 18, pp. T60-T63 Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 294-321

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										a. Show awareness 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>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 these conventions are essential to both sets of skills.	chapter 3, pp. 106-179		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<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 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			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> pronouns, adjectives, 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			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> geographical names, 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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