

**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! Intermediate Level Handbook and Practice Book Set (Pack 9.4 – ISBN 07362-27164)

Grade Level(s):

4-8

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! Intermediate Teacher’s Edition

PE = Pupil Edition (English At Your Command! Intermediate 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! Intermediate Teacher's Edition | 07362-19749 |
| English At Your Command! Intermediate Handbook | 07362-19722 |

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|-----------------------------|-------------------------|--|---------------------|
| Publisher: Hampton-Brown | | Program Title: English at Your Command! Handbook and Practice Books (Pack 9.4 – ISBN 07362-27164) | |
| 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 6- 8 ELD Writing Strategies and Applications Standards | | | | | ELA Standards | | |
|---|---|--|---|---|---|---|---|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | Primary Citation | Supporting Citation |
| <input type="checkbox"/> Strategies and Applications B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input checked="" type="checkbox"/> B4. Use the writing process to write brief | <input type="checkbox"/> Strategies and Applications EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> EI3. Create a draft of a paragraph by following an outline. <input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and | <input type="checkbox"/> Strategies and Applications I1. Narrate a sequence of events and communicate their significance to the audience. <input type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support. <input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of | <input type="checkbox"/> Strategies and Applications EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the | <input type="checkbox"/> Strategies and Applications A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <input type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. <input checked="" type="checkbox"/> A3. Use appropriate | <input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of 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> <input type="checkbox"/> 1.1 Create compositions that establish a | <u>B4-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 8, p. 28T-31T, Communication Project 13, pp. 48T-51T, Communication Project 20, pp. 76T-79T Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 90-189 <u>E17-ELD & 1.0 ELA Standard</u> | <u>B4-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 18, pp. 68T-71T, Communication Project 23, pp. 88T-91T Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 288-338 <u>E17-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).

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| <input type="checkbox"/> narratives and stories with a few standard grammatical forms. <input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested. English-Language Conventions <input type="checkbox"/> B7. Edit one's own | <input type="checkbox"/> other content areas (e.g., math, science, history-social science). <input type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. | <input type="checkbox"/> quotations and facts. <input type="checkbox"/> 14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input checked="" type="checkbox"/> 15. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> 16. Write documents related to career | <input checked="" type="checkbox"/> text. <input checked="" type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and | <input type="checkbox"/> language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum). <input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> A6. Develop a clear | <input type="checkbox"/> controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. <input type="checkbox"/> 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. <input type="checkbox"/> 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. <input type="checkbox"/> 1.4 Plan and conduct multiple-step | Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 8, p. 28T-31T, Communication Project 13, pp. 48T-51T, Communication Project 20, pp. 76T-79T Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 90-189 15-ELD & 1.0 ELA Standard Teachers' Guide (TG) <i>English At Your Command!</i> , Communication | Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 18, pp. 68T-71T, Communication Project 23, pp. 88T-91T Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 288-338 15-ELD & 1.0 ELA Standard Teachers' Guide (TG) <i>English At Your Command!</i> , Communication |

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| <input type="checkbox"/> work and correct the punctuation. <input type="checkbox"/> B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. <input type="checkbox"/> B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling. | <input checked="" type="checkbox"/> E17. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications). English-Language Conventions | <input type="checkbox"/> development (e.g., business letter, job application). <input type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> 18. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.) | <input type="checkbox"/> address a counterargument. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use | <input type="checkbox"/> thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it. <input type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that | <input type="checkbox"/> information searches by using computer networks and modems. <input type="checkbox"/> 1.5 Achieve an effective balance between researched information and original ideas. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) | Project 8, p. 28T-31T, Communication Project 13, pp. 48T-51T, Communication Project 20, pp. 76T-79T Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 90-189 EA4-ELD & 1.0 ELA Standard Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 8, p. 28T-31T, Communication Project 13, pp. | Project 18, pp. 68T-71T, Communication Project 23, pp. 88T-91T Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 288-338 EA4-ELD & 1.0 ELA Standard Teachers' Guide (TG) <i>English At Your Command!</i> , Communication Project 18, pp. 68T-71T, Communication Project 23, pp. 88T-91T |

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| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | structures and the mechanics of writing. | <input type="checkbox"/> consistent point of view, and transitions, using approximately standard grammatical forms and spelling. <input type="checkbox"/> A11. Create coherent paragraphs through effective transitions and parallel constructions. <input type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms. | <input type="checkbox"/> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. <input type="checkbox"/> b. Reveal the significance of, or the writer's attitude about, the subject. <input type="checkbox"/> c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <input type="checkbox"/> 2.2 Write responses to literature: <input type="checkbox"/> a. Exhibit careful reading and insight in their interpretations. | Pupil Edition (PE) <i>English At Your Command!</i> , chapter 3, pp. 90-189 | 6, pp. 288-338 | |

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| | | | | | | <input type="checkbox"/> b. Connect the student's own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge. <input type="checkbox"/> 2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all | | |

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| | | | | | | | | | | <p>perspectives on the topic, as appropriate.</p> <p>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</p> <p>d. Organize and display information on charts, maps, and graphs.</p> <p><input type="checkbox"/> 2.4 Write persuasive compositions:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p> <p>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and</p> | | |

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| | | | | | <input type="checkbox"/> opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 2.5 Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, | | |

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| | | | | | <input type="checkbox"/> memorandum). 2.6 Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. Written And Oral English Language Conventions The standards for written and oral | | | |

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| | | | | | <input type="checkbox"/> 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 <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 Use correct and varied sentence types and sentence | | | |

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| | | | | | <input type="checkbox"/> openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> <input type="checkbox"/> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> | | | |

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| | | | | | <input type="checkbox"/> 1.5 Use correct punctuation and capitalization. <i>Spelling</i> <input type="checkbox"/> 1.6 Use correct spelling conventions. | | | |

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