

**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 Classroom Set with Picture It!
(Pack 9.5 – ISBN 07362-27172)

Grade Level(s):

4-8

Program Description:

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

A comprehensive set of write-on/wipe-off graphic organizers (pen included) to help students organize, picture, and present ideas.

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

EAYC TG = English At Your Command! Intermediate Teacher’s Edition
PE = Pupil Edition (English At Your Command! Intermediate Handbook)
PI TG = Picture It! Teacher’s Guide and Blackline Masters

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
Picture It! Teacher's Guide and Blackline Masters	07362-24688

Publisher: Hampton-Brown		Program Title: English at Your Command! Intermediate Level Classroom Set with Picture It! (Pack 9.5 – ISBN 07362-27172)	
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 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"/> <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. <input type="checkbox"/> 1.1 Create multiple-paragraph narrative compositions:	<u>B5-ELD & 1.0 ELA Standard</u> Teachers' Guide (EAYC 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>EI6-ELD & 1.0</u>	<u>B5-ELD & 1.0 ELA Standard</u> Teachers' Guide (EAYC 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>EI6-ELD & 1.0 ELA</u>

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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"/> create cohesive paragraphs that develop a central 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.	<input type="checkbox"/> studies). <input type="checkbox"/> 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"/> English-Language Conventions EA7. Produce independent writing with consistent use	<input checked="" 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. <input type="checkbox"/> English-Language Conventions 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"/> a. Establish and develop a situation 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.	<u>ELA Standard</u> Teachers' Guide (EAYC 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>I2-ELD & 1.0 ELA Standard</u>	<u>Standard</u> Teachers' Guide (EAYC 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>I2-ELD & 1.0 ELA Standard</u>

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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 type="checkbox"/> English-Language 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"/> of correct 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:	<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"/> <i>Research and Technology</i> 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	Teachers' Guide (EAYC 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>EA6-ELD & 1.0 ELA Standard</u>	Teachers' Guide (EAYC 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>EA6-ELD & 1.0 ELA Standard</u>

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						<input type="checkbox"/>	Spelling 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 – <i>ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).			<input type="checkbox"/>	meanings. <i>Evaluation and 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"/>	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	<i>At Your Command!</i> , Communication Project 8, p. 28T-31T, Communication Project 13, pp. 48T-51T, Communication Project 20, pp. 76T-79T	<i>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
						<input type="checkbox"/>	EA11. Arrange words in alphabetic order.			<input type="checkbox"/>			<u>A4-ELD & 1.0 ELA Standard</u>	<u>A4-ELD & 1.0 ELA Standard</u>		
						<input type="checkbox"/>	Grade Four EA12. Spell correctly roots, inflections, suffixes			<input type="checkbox"/>			Teachers' Guide (EAYC TG) <i>English At Your Command!</i> ,	Teachers' Guide (EAYC TG) <i>English At Your Command!</i> , Communication		

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 5	Primary Citation	Supporting Citation
					and prefixes, and syllable constructions.			<input type="checkbox"/> command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade five outlined in Writing Standard 1.0, students:	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	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
								<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		

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										<input type="checkbox"/> literary work. b. Support 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,			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
										<input type="checkbox"/> details, examples, and explanations. 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			

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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 Identify and correctly use prepositional			

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										phrases, appositives, and independent and 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.		

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										<input type="checkbox"/> <i>Capitalization</i> 1.4 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.			

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