

**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 |

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|-----------------------------|-------------------------|--|---------------------|
| 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 | |
| X | Beginning (B) | X | Early Advanced (EA) |
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| X | Intermediate (I) | | |

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 | | Primary Citation | Supporting Citation |
|---|---|--|---|---|---|--|--|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | | | |
| <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 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> <input type="checkbox"/> 1.1 Create an organizational | <u>B4-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>E17-ELD & 1.0 ELA Standard</u> | <u>B4-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>E17-ELD & 1.0 ELA Standard</u> | |

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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. <input type="checkbox"/> 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"/> structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. <input type="checkbox"/> 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. <input type="checkbox"/> 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. <input type="checkbox"/> 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, | 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 15-ELD & 1.0 ELA Standard Teachers' Guide (EAYC TG) | 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 15-ELD & 1.0 ELA Standard Teachers' Guide (EAYC TG) <i>English</i> | |

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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"/> investigation, and research. <input type="checkbox"/> 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. <input type="checkbox"/> 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. <input type="checkbox"/> 1.7 Revise writing to improve organization and word choice after checking the | <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 EA4-ELD & 1.0 ELA Standard Teachers' Guide (EAYC TG) <i>English At Your Command!</i> , Communication | <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 EA4-ELD & 1.0 ELA Standard Teachers' Guide (EAYC TG) <i>English At Your Command!</i> , Communication Project 18, pp. 68T- | |

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|---|---|---|--|--|---|---|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | Primary Citation | Supporting Citation |
| | <input type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). <input type="checkbox"/> EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input type="checkbox"/> EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. | <input type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. English-Language Conventions <input type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input type="checkbox"/> I11. Edit and correct basic grammatical structures and usage of the conventions of writing. | <input type="checkbox"/> appropriate tone and voice for the purpose, audience, and subject matter. English-Language Conventions <input type="checkbox"/> EA10. Create coherent paragraphs through effective transitions. <input type="checkbox"/> EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. <input type="checkbox"/> EA12. Edit writing for grammatical | <input type="checkbox"/> include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense). <input type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography. English-Language Conventions <input type="checkbox"/> A10. Revise writing for appropriate word choice and organization, | <input type="checkbox"/> logic of the ideas and the precision of the vocabulary. 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. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. | 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>A3-ELD & 1.0 ELA Standard</u> Teachers' Guide (EAYC TG) <i>English At Your Command!</i> , Communication Project 8, p. 28T-31T, Communication | 71T, Communication Project 23, pp. 88T-91T Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 288-338 <u>A3-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 |

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

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|---|--------------------|--------------|--|---|--|---|---|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | | | |
| | | | 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"/> Using the writing strategies of grade seven outlined in Writing Standard 1.0, students: 2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense: naming of specific narrative action, including movement, | 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 | Pupil Edition (PE) <i>English At Your Command!</i> , chapter 6, pp. 288-338 | |

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| | | | | | <input type="checkbox"/> gestures, and expressions). 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence. <input type="checkbox"/> 2.3 Write research reports: a. Pose relevant and tightly drawn questions about the | | | |

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| | | | | | <input type="checkbox"/> | topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries). d. Document reference sources by means of footnotes and a bibliography. 2.4 Write persuasive compositions: a. State a clear position or perspective in support of a | | |

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| | | | | | <input type="checkbox"/> proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments. 2.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details. Written And Oral English Language Conventions | | | |

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| | | | | | <input type="checkbox"/> <p>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.</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to the grade level.</p> | | | |

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| | | | | | <input type="checkbox"/> <i>Sentence Structure</i> 1.1 Place modifiers properly and use the active voice. <input type="checkbox"/> <i>Grammar</i> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). <input type="checkbox"/> <i>Punctuation</i> 1.5 Identify hyphens, | | | |

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| | | | | | <input type="checkbox"/> dashes, brackets, and semicolons and use them correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes. | | | |

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