

Publisher: Portico Books			Program Title: Hands-On English		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s		
	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)**

<b>Grades 3-5 ELD Writing Strategies and Applications</b>					<b>ELA Standards</b>		
<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	<b>Grade 4</b>	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Write the English alphabet legibly.	<input type="checkbox"/> E11. Write short narrative stories that include elements of setting and characters.	<input type="checkbox"/> I1. Narrate with some detail a sequence of events.	<input type="checkbox"/> EA1. Write a detailed summary of a story.	<input type="checkbox"/> 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"/> <b>Writing 1.0 Writing Strategies</b> Students write clear, 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> <input checked="" type="checkbox"/> 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience,	EI6; I4; EA2, 6; A4 ELD & 1.1 ELA Hands-On English handbook (HB) 132-133;	
<input type="checkbox"/> B2. Label key parts of common objects.	<input type="checkbox"/> E12. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.	<input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<input checked="" type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns.	<input type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms.			
<input type="checkbox"/> B3. Create simple sentences or phrases with some assistance.	<input checked="" type="checkbox"/> E13. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	<input type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<input checked="" type="checkbox"/> EA3. Independently write simple responses to literature.	<input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events.			
<input type="checkbox"/> B4. Use models to write short narratives.	<input type="checkbox"/> E14. Write an increasing number of words and simple sentences	<input checked="" type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard	<input checked="" type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input checked="" type="checkbox"/> A4. Write multiple-paragraph narrative			
<input type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.							

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<b>Grades 3-5 ELD Writing Strategies and Applications</b>						<b>ELA Standards</b>							
<b>Beginning</b>		<b>Early Intermediate</b>		<b>Intermediate</b>		<b>Early Advanced</b>		<b>Advanced</b>		<b>Grade 4</b>		<b>Primary Citation</b>	<b>Supporting Citation</b>
<input type="checkbox"/>	<b>English Language Conventions</b> B6. Use capitalization when writing one's own name and at the beginning of sentences.	<input type="checkbox"/>	appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input checked="" type="checkbox"/>	English grammatical forms. (Some rules may not be followed.)	<input type="checkbox"/>	EA5. Independently write a persuasive letter with relevant evidence.	<input checked="" type="checkbox"/>	and expository compositions by using standard grammatical forms.	<input checked="" type="checkbox"/>	length, and format requirements. 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.	Hands-On English Activity Book (AB) 137-139	
<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"/>	EI5. Follow a model to write a friendly letter.  EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.  <b>English Language Conventions</b>	<input type="checkbox"/>	15. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).  16. Write a letter independently by using detailed sentences.  <b>English Language Conventions</b>	<input checked="" type="checkbox"/>	EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.  <b>English Language Conventions</b>	<input checked="" type="checkbox"/>	A5. Independently use all the steps of the writing process.  <b>English Language Conventions</b>	<input checked="" type="checkbox"/>	A6. Use complete sentences and correct word order.  A7. Use correct parts of speech, including correct subject/verb agreement.	EI6; I4; EA2, 6; A4 ELD & 1.2 ELA HB 138-147; AB 134,136-139	
<input type="checkbox"/>		<input type="checkbox"/>	EI7. Use capitalization to begin sentences and for proper	<input type="checkbox"/>	17. Produce independent writing that may include	<input type="checkbox"/>	EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	<input checked="" type="checkbox"/>	A8. Edit writing for punctuation, capitalization, and spelling.	<input checked="" type="checkbox"/>	1.3 Use traditional structures for	EI3, 6; I4; EA2, 6; A4 ELD & 1.3 ELA	

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Beginning	Early Intermediate		Intermediate	Early Advanced		Advanced	Grade 4	Primary Citation	Supporting Citation			
	<input type="checkbox"/>	nouns.  EI8. Use a period at the end of a sentence and use some commas appropriately.	<input checked="" type="checkbox"/>	some inconsistent use of capitalization, periods, and correct spelling.  I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input checked="" type="checkbox"/>	EA8. Use standard word order but may have more consistent grammatical forms, including inflections.  EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).  <b>English– Language Arts Content Standards</b>  <i>Spelling</i> Grade Three <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends,	<input checked="" type="checkbox"/>	A9. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/>	conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). <i>Penmanship</i> <input type="checkbox"/> 1.4 Write fluidly and legibly in cursive or joined italic. <i>Research and Technology</i> <input type="checkbox"/> 1.5 Quote or paraphrase information sources, citing them appropriately. <input type="checkbox"/> 1.6 Locate information in reference texts by using organizational features (e.g., prefaces,	HB 139-145; AB 136	

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						<input type="checkbox"/> 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.  <input type="checkbox"/> Grade Four 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.				<input checked="" type="checkbox"/> appendixes). 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing. <input type="checkbox"/> 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. <input type="checkbox"/> 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive). <i>Evaluation and Revision</i>	EI4, I5, EA4, A9 ELD & 1.7 ELA HB 118; AB 108, 111	HB (all)	

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										<input checked="" type="checkbox"/> 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.  <input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 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	EI9; EA9; A5, 8 ELD & 1.10 ELA HB 132-136, 147-151; AB 139-140		

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										<input type="checkbox"/> strategies of grade four outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.			
										<input checked="" type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support	EI4, 6; I5; EA3 ELD & 2.2 ELA AB 115-116, 118-119		

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										<input checked="" type="checkbox"/> judgments through references to both the text and prior knowledge. 2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). <input type="checkbox"/> 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.  <b>Written And Oral English Language</b>	EI6; I2, 4; EA6; A4 ELD & 2.3 ELA AB 120-121, 137		

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

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										<input checked="" type="checkbox"/> <i>Sentence Structure</i> 1.1 Use simple and compound sentences in writing and speaking. <input type="checkbox"/> 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. <i>Grammar</i> <input checked="" type="checkbox"/> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. <i>Punctuation</i> <input checked="" type="checkbox"/> 1.4 Use parentheses, commas in direct quotations, and apostrophes in the	EI4, I5, EA4, A6 ELD & 1.1 ELA HB 18-19; AB 22-23	HOI	
										<input checked="" type="checkbox"/> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. <i>Punctuation</i> <input checked="" type="checkbox"/> 1.4 Use parentheses, commas in direct quotations, and apostrophes in the	EI6; I2, 8; EA8; A7 ELD & 1.3 ELA HB 7-13, 37-43; AB 5, 12-16, 39-44	HOS, HOI	
										<input checked="" type="checkbox"/> 1.4 Use parentheses, commas in direct quotations, and apostrophes in the	EI9, EA9, A8 ELD & 1.4 ELA HB 76-77, 82-83, 89-90; AB 74, 81, 86		

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										<input checked="" type="checkbox"/> possessive case of nouns and in contractions. 1.5 Use underlining, quotation marks, or italics to identify titles of documents. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize names of magazines, newspapers, works of art, musical composition, organizations, and the first word in quotations when appropriate. <i>Spelling</i> <input checked="" type="checkbox"/> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	EI9, EA9, A8 ELD & 1.5 ELA HB 87-88; AB 85	EI9, EA9, A8 ELD & 1.7 ELA HB 99, 109-117 AB 97		

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