

Publisher: Portico Books		Program Title: Hands-On English	
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 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
<input type="checkbox"/> 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 type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard	<input type="checkbox"/> 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 other content areas (e.g., math,	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" 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 quotations and facts.	<input type="checkbox"/> 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 checked="" type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	<input type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <input checked="" 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 type="checkbox"/> A3. Use appropriate language variations and genres in	<input type="checkbox"/> Writing <input type="checkbox"/> 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 Choose the form of writing (e.g., personal letter, letter to the editor, review,			

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<input checked="" type="checkbox"/> grammatical forms. <input checked="" 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 work and correct the punctuation.	<input checked="" type="checkbox"/> science, history-social science). <input checked="" 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 checked="" type="checkbox"/> EI7. Proceed through the writing	<input checked="" type="checkbox"/> I4. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input checked="" 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 documents related to career development (e.g., business letter, job	<input 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 address a counterargument.	<input type="checkbox"/> 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 checked="" 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 thesis and use various rhetorical devices (e.g.,		<input checked="" type="checkbox"/> poem, report, narrative) that best suits the intended purpose. <input checked="" type="checkbox"/> 1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <input checked="" type="checkbox"/> 1.3 Use a variety of effective and coherent organizational	EI5, I2, A2 ELD & 1.2 ELA Hands-On English handbook (HB) 132-133, 146-147; Hands-On English Activity Book (AB) 137-139	
						<input checked="" type="checkbox"/> B5; EI5, 7; I2; EA10; A2,11 ELD & 1.3 ELA HB 138-147, 128;		

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<input checked="" type="checkbox"/> B8. Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. <input checked="" type="checkbox"/> B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.	<input type="checkbox"/> 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). <u>English Language Conventions</u> <input checked="" type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and	<input type="checkbox"/> 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 checked="" type="checkbox"/> 19. Investigate and research a topic in	<input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input checked="" 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 checked="" type="checkbox"/> EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience,	<input type="checkbox"/> 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 include coherent plot development, characterization,	<input type="checkbox"/> patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climatic order. <u><i>Research and Technology</i></u> <input type="checkbox"/> 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. <input type="checkbox"/> 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g.,	AB 134-136, 138-139, 130	

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	spelling). <input checked="" type="checkbox"/> EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input checked="" type="checkbox"/> EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	a content area and develop a brief essay or report that includes source citations. English Language Conventions <input checked="" type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input checked="" type="checkbox"/> I11. Edit and correct basic grammatical structures and usage of the conventions of writing.	and subject matter. English Language Conventions <input checked="" type="checkbox"/> EA10. Create coherent paragraphs through effective transitions. <input checked="" 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 checked="" type="checkbox"/> EA12. Edit writing for grammatical structures and the mechanics of	setting, and a variety of literary strategies (e.g., dialogue, suspense). <input checked="" 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 checked="" type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and	<input checked="" type="checkbox"/> margins, tabs, spacing, columns, page orientation). <i>Evaluation and Revision</i> <input checked="" type="checkbox"/> 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs. <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	EI7, 10; I10; EA11; A10 ELD & 1.6 ELA HB 134-135, 147-149; AB 139-140	

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			writing.	transitions, using approximately standard grammatical forms and spelling. <input checked="" type="checkbox"/> A11. Create coherent paragraphs through effective transitions and parallel constructions. <input checked="" type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms.	<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 six outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices			

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										<input checked="" type="checkbox"/> (e.g., dialogue, suspense). 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.	EI5, I2, EA8 ELD & 2.2 ELA HB 138-147; AB 134-139		
										<input checked="" type="checkbox"/> 2.3 Write research reports: a. Pose relevant	I9, EA9, A9 ELD & 2.3 ELA HB 132-133, 146-		

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										<p>questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p> <p><input checked="" type="checkbox"/> 2.4 Write responses to literature.</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the</p>	147, 157-161 AB 137-139, 145	
											14, EA3, A5 ELD & 2.4 ELA AB 115-116, 118-119	

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										<input type="checkbox"/> interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence. 2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments. Written And Oral English Language			

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

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					<input checked="" type="checkbox"/> grade level. <i>Sentence Structure</i> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. <i>Punctuation</i> <input checked="" type="checkbox"/> 1.3 Use colons after the salutation in business letters, semicolons to connect independent	B8, E111, I5 ELD & 1.1 ELA HB 16-24; AB 21-28		

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										<input type="checkbox"/> clauses, and commas when linking two clauses with a conjunction in compound sentences. <i>Capitalization</i> <input checked="" type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input checked="" type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).	AB 79, 143-144 B9, EI9, I11, EA12, A12 ELD & 1.4 ELA HB 66-71; AB 66-70 B9, EI9, I11, EA12, A12 ELD & 1.5 ELA HB 99-107; AB 98-104		

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