

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 7			
<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"/> E11. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> E13. Create a draft of a paragraph by following an outline. <input type="checkbox"/> E14. 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 checked="" type="checkbox"/> 1.1 Create an organizational structure that balances all aspects	B5; EI5, 7; I2; EA10; A2, 11 ELD & 1.1 ELA Hands-On English		

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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. <u>English Language Conventions</u> <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. <u>English Language Conventions</u> <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. <u>English Language Conventions</u> <input checked="" type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and	<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. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade			

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			writing.	<input checked="" type="checkbox"/> 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"/> 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, gestures, and expressions).				

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					<input checked="" type="checkbox"/> 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 topic. b. Convey clear and	14, EA3, A5 ELD & 2.2 ELA AB 115-116, 118-119		

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										<input type="checkbox"/> 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 proposition or proposal.			

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						<input type="checkbox"/> 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 The standards for		

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						<p>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 the grade level. <i>Sentence Structure</i></p> <p><input checked="" type="checkbox"/> 1.1 Place modifiers</p>	I11, EA11, A12	

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					<input type="checkbox"/> properly and use the active voice. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input checked="" type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input checked="" 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). <i>Punctuation</i> <input checked="" type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and	ELD & 1.1 ELA HB 62-64, 163-164; AB 65, 146 B8, E111, I5 ELD & 1.3 ELA HB 1-30; AB 1-33 E111, I11, EA12, A12 ELD & 1.4 ELA HB 31-92; AB 34-88 E19, I11, EA12, A12 ELD & 1.5 ELA	HOS, HOI	

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										<input type="checkbox"/> use them correctly. <input checked="" type="checkbox"/> <i>Capitalization</i> 1.6 Use correct capitalization. <input checked="" type="checkbox"/> <i>Spelling</i> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	HB 81-82, 85, 90-91, 92; AB 79, 83, 86, 88 B9, EI9, I11, EA12, A12 ELD & 1.6 ELA HB 66-71; AB 66-70 B9, EI9, I11, EA12, A12 ELD & 1.7 ELA HB 93-99, 109-117; AB 89-97, 107		

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