

| | | | | | |
|--------------------------|-------------------------|---|---|--|--|
| Publisher: Portico Books | | | Program Title: Hands-On English | | |
| ELD Proficiency Levels: | | | FOR LEA USE ONLY Designated Standards ELD and ELA #'s | | |
| <input type="checkbox"/> | 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 3-5 ELD Reading | | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|---|---|--|--|--|--|------------------|--|---------------------|------------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 4 | | | | |
| <input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games. | <input type="checkbox"/> Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., a in <i>cat</i> and final consonants). <input checked="" type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and Systematic | <input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input checked="" type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input checked="" type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and | <input checked="" type="checkbox"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. | <input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words have | <input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Word Recognition <input type="checkbox"/> 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. | | | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

| | | | | | |
|--------------------------|-------------------------|---|---|--|--|
| Publisher: Portico Books | | | Program Title: Hands-On English | | |
| ELD Proficiency Levels: | | | FOR LEA USE ONLY 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)

| Grades 3-5 ELD Reading | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|---|---|---|---|---|--|--|---------------------|------------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 4 | | | |
| <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and | <p style="text-align: center;"><u>Vocabulary Development</u></p> <input type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input checked="" type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. | <input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. | <input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i> , <i>present/time</i>) in literature and texts in content areas. <input checked="" type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i> , <i>education</i>). <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> EA6. Recognize simple analogies | <input type="checkbox"/> A3. multiple meanings and apply this knowledge consistently. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. <input type="checkbox"/> A7. Read aloud | <input type="checkbox"/> 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. <input type="checkbox"/> 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. <input checked="" type="checkbox"/> 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>). <input type="checkbox"/> 1.5 Use a thesaurus to determine related words and concepts. <input type="checkbox"/> 1.6 Distinguish and interpret words with multiple meanings. <input type="checkbox"/> 2.0 Reading Comprehension | EI 2, 5; I2, 4, 8; EA1, 2, 4; A1, 2 ELD & 1.4 ELA Hands-On English handbook (HB) 109-117, 121-125, 178; Hands-On English Activity Book (AB) 107, 123-125 | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

| | | | | | |
|--------------------------|-------------------------|---|---|--|--|
| Publisher: Portico Books | | | Program Title: Hands-On English | | |
| ELD Proficiency Levels: | | | FOR LEA USE ONLY 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)

| Grades 3-5 ELD Reading | | | | | ELA Standards | | | |
|---|--|---|--|---|--|------------------|---------------------|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 4 | Primary Citation | Supporting Citation | |
| <input type="checkbox"/> academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases. | <input type="checkbox"/> E16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> E17. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. Reading Comprehension <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate under- | <input type="checkbox"/> 17. Use content-related vocabulary in discussions and reading. <input checked="" type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). Reading Comprehension <input type="checkbox"/> 19. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”). | <input type="checkbox"/> (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly | <input type="checkbox"/> with appropriate pacing, intonation, and expression narrative and expository texts. Reading Comprehension <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams, | Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and | | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

| | | | | | |
|--------------------------|-------------------------|---|---|--|--|
| Publisher: Portico Books | | | Program Title: Hands-On English | | |
| ELD Proficiency Levels: | | | FOR LEA USE ONLY 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)

| Grades 3-5 ELD Reading | | | | | | ELA Standards | |
|---|---|---|---|---|--|---|------------------------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 4 | Primary Citation | Supporting Citation |
| <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. <u>Literary Response and</u> | <input type="checkbox"/> stand by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one’s own experience by using simple sentences. <input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence | <input checked="" type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. <input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one’s own | <input type="checkbox"/> complex narrative and expository texts. <u>Reading Comprehension</u> <input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one’s personal experience. <input checked="" type="checkbox"/> EA13. Locate text features, such as format, diagrams, | <input checked="" type="checkbox"/> charts, glossaries, indexes, and the like, to locate and draw information from text. <input checked="" type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text. <u>Literary Response and Analysis</u> | <input checked="" type="checkbox"/> contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> <input checked="" type="checkbox"/> 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. <i>Comprehension and analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). <input checked="" type="checkbox"/> 2.3 Make and confirm predictions about text by using prior knowledge | EA16, A11 ELD & 2.1 ELA HB 128, 141-145; AB 130 | EI13, I10, EA13, A10 ELD & 2.3 ELA |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

| | | | | | |
|--------------------------|-------------------------|---|---|--|--|
| Publisher: Portico Books | | | Program Title: Hands-On English | | |
| ELD Proficiency Levels: | | | FOR LEA USE ONLY 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)

| Grades 3-5 ELD Reading | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|--|--|---|---|---|--|---------------------------|---------------------|------------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 4 | | | |
| <input type="checkbox"/> Analysis <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses. <input type="checkbox"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of | <input type="checkbox"/> of events in text that one reads. <input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input checked="" type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud. <u>Literary Response and Analysis</u> | <input type="checkbox"/> experiences. <input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <u>Literary Response and Analysis</u> <input type="checkbox"/> I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. | <input type="checkbox"/> charts, glossaries, and indexes, and identify the functions. <input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input checked="" type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological | <input type="checkbox"/> A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction. <input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. <input type="checkbox"/> A15. Recognize and describe themes stated directly or implied in literary texts. <input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction. | <input type="checkbox"/> and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. <input type="checkbox"/> 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. <input type="checkbox"/> 2.5 Compare and contrast information on the same topic after reading several passages or articles. <input type="checkbox"/> 2.6 Distinguish between cause and effect and between fact and opinion in expository text. <input type="checkbox"/> 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games). <input type="checkbox"/> 3.0 Literary Response | HB 125-126; AB 127-128 | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

| | | | | | |
|--------------------------|-------------------------|---|---|--|--|
| Publisher: Portico Books | | | Program Title: Hands-On English | | |
| ELD Proficiency Levels: | | | FOR LEA USE ONLY 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)

| Grades 3-5 ELD Reading | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|---|---|--|---|----------|---|--|---------------------|------------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 4 | | | |
| fairy tales, folktales, myths, and legends. | <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Recite simple poems. <input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary work. <input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and | <input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them. | <input type="checkbox"/> order and cause and effect. <u>Literary Response and Analysis</u> <input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. <input type="checkbox"/> EA19. Read a literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA20. Identify the | | <input type="checkbox"/> and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. <i>Narrative Analysis of</i> | | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

| | | | | | |
|--------------------------|-------------------------|---|---|--|--|
| Publisher: Portico Books | | | Program Title: Hands-On English | | |
| ELD Proficiency Levels: | | | FOR LEA USE ONLY 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)

| Grades 3-5 ELD Reading | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|---------------------------|--|--------------|---|----------|--|--|---------------------|------------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 4 | | | |
| | <input type="checkbox"/> short stories by using simple sentences. <input type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions. | | <input type="checkbox"/> motives of characters in a work of fiction. <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third- | | <input type="checkbox"/> <i>Grade-Level-Appropriate Text</i> 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. <input type="checkbox"/> 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. <input type="checkbox"/> 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). <input type="checkbox"/> 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary | | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

| | | | | | | | |
|--------------------------|-------------------------|---|---------------------|---|--|--|--|
| Publisher: Portico Books | | | | Program Title: Hands-On English | | | |
| ELD Proficiency Levels: | | | | FOR LEA USE ONLY 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)

| Grades 3-5 ELD Reading | | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|---------------------------|--|--------------------|--|--------------|---|------------------|--------|---------------------|------------------------|
| Beginning | | Early Intermediate | | Intermediate | | Grade 4 | | | |
| | | | | | person points of view in a literary text. | | works. | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.