

**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:

Picture Perfect Word Book and Dictionaries (Pack 10.1 – ISBN 07362-27199)

Grade Level(s):

1-2

Program Description:

Accelerate acquisition of basic and academic vocabulary with these dictionaries that grow with your students.

Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers’ edition, WB = workbook, etc.)

TG = Picture Perfect Dictionary 1 Teacher’s Guide and Activity Card Pack
PE = Picture Dictionary 1

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>
Picture Perfect Dictionary 1 Teacher's Guide and Activity Card Pack	07362-01823
Picture Dictionary 1	07362-01815

Publisher: Hampton-Brown		Program Title: Picture Perfect Dictionary 1 (Pack 10.1 – ISBN 07362-27199)	
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 K-2 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
			more extensive supporting elements (e.g., "Which part of the story was the most important?").	sounds, intonation, pitch, and modulation.	coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Recite poems, rhymes, songs, and stories. <input type="checkbox"/> 2.2 Retell stories using basic story grammar and relating the sequence of story 	<u>EA4-ELD & 1.0 ELA Standard</u> TG card 16 "Park:" Park Performances; TG card 17 "Question:" Q&A Role Play; TG card 21 "United States:" American Adventure. PE p. 71; p. 77; p. 100. <u>A3-ELD & 1.0 ELA Standard</u>	<u>EA4-ELD & 1.0 ELA Standard</u> The vocabulary and language activities on all TG cards are designed to have students Listen/ Respond and interact with oral communication. <u>A3-ELD & 1.0 ELA Standard</u> The vocabulary and language activities on all TG cards are designed to have students Listen/ Respond and interact with oral

*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>.

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					<input type="checkbox"/> events by answering <i>who, what, when, where, why, and how</i> questions. 2.3 Relate an important life event or personal experience in a simple sequence. <input type="checkbox"/> 2.4 Provide descriptions with careful attention to sensory detail.	Adventure. PE p. 71; p. 77; p. 100.	communication.	
					<u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because			

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					<input type="checkbox"/> these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input type="checkbox"/> 1.3 Identify and correctly use			

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					<input type="checkbox"/> contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. <input type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize the			

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						<input type="checkbox"/> first word of a sentence, names of people, and the pronoun <i>I</i> . Spelling <input type="checkbox"/> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.		

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