

**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):

1-5

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 3-5 ELD Listening and Speaking Standards					ELA Standards										
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation		
						<input type="checkbox"/> answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").				<input type="checkbox"/> <i>Communications</i> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.	<input type="checkbox"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver	<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> TG card 16 "Park:" Park Performances; TG card 17 "Question:" Q&A Role Play; TG card 21 "United States:" American Adventure.	<u>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 communication.

*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).

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced			Grade 5
							<input type="checkbox"/> well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). 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 five outlined in Listening and Speaking Standard 1.0, students:	PE p. 71; p. 77; p. 100.	
							<input type="checkbox"/> 2.1 Deliver narrative presentations: <ol style="list-style-type: none"> a. Establish a 		

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										<input type="checkbox"/> situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. <input type="checkbox"/> 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Summarize		

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					significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions. <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 these conventions are essential to both			

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					<input type="checkbox"/> 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 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use verbs			

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					<input type="checkbox"/> that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.			

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