

**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 10.2 – ISBN 07362-27202)

Grade Level(s):

2-5

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 2 Teacher’s Guide and Activity Card Pack
PE = Picture Dictionary 2

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 2 Teacher's Guide and Activity Card Pack	07362-0184X
Picture Dictionary 2	07362-01831

Publisher: Hampton-Brown		Program Title: Picture Perfect Dictionary 2 (Pack 10.2 – ISBN 07362-27202)	
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 Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards	<input type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> I2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Grade One:	<input type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EA2. Track (move sequentially from sound to sound) and represent	<input type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts content Standards Kindergarten <input type="checkbox"/> A2. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words).	<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. <i>Decoding and Word Recognition</i>	<u>B7-ELD & 1.10 ELA Standard</u> Picture Dictionary (PE) pp. 122-142 <u>EI9-ELD & 1.10 ELA Standard</u> Picture Dictionary (PE) pp. 122-142 <u>I20-ELD & 1.10 ELA Standard</u> Teacher's Edition (TE) Card 1, <i>Animal Characteristics</i> <u>EA23-ELD & 1.10 ELA</u>	

*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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<input type="checkbox"/> Kindergarten <input type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods). <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,	<input type="checkbox"/> three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt. <input type="checkbox"/> Grade One: Phonemic Awareness <input type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> EI5. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).	<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends. <input type="checkbox"/> I5. Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). <input type="checkbox"/> I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>).	<input type="checkbox"/> changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). <input type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> EA5. Track auditorily each	<input type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <input type="checkbox"/> Grade One <input type="checkbox"/> A5. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> A7. Use knowledge of vowel digraphs and r-	<input type="checkbox"/> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant / consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	Standard Teacher's Edition (TE) Card 15, <i>Opposites</i> A20-ELD & 1.10 ELA Standard Picture Dictionary (PE) p. 17, "call", All multiple meaning words shown in yellow.		

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<input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication	<input type="checkbox"/> English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI6. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> EI7. Identify and produce rhyming words in response to an oral prompt. <input type="checkbox"/> Grade One: Phonemic Awareness	<input type="checkbox"/> 17. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). <input type="checkbox"/> 18. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. <input type="checkbox"/> English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input type="checkbox"/> 19. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input type="checkbox"/> 110. Recognize and	<input type="checkbox"/> word in a sentence and each syllable in a word. <input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words. <input type="checkbox"/> Grade Two <input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/	<input type="checkbox"/> controlled letter-sound associations to read words. <input type="checkbox"/> A8. Read compound words and contractions. <input type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). <input type="checkbox"/> A10. Read common word families (e.g., -ite, -ate). <input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech. <input type="checkbox"/> Grade Two <input type="checkbox"/> A12. Recognize and use knowledge of	<input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <input type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms. <input type="checkbox"/> 1.8 Use knowledge of individual words in unknown compound words to				

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> (e.g., matching objects, pointing to an answer, drawing pictures). B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B10. Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/> E18. Distinguish initial, medial, and final sounds in single-syllable words. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> E19. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input type="checkbox"/> E110. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> E111. Read aloud an increasing number of English words.	name all uppercase and lowercase letters of the alphabet. English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> I13. Understand that printed materials provide information. <input type="checkbox"/> I14. Recognize that sentences in print are made up of separate words.	consonant-vowel = <i>sup/per</i> . <input type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> EA10. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). <input type="checkbox"/> EA11. Read aloud fluently and accurately and with appropriate intonation and expression. <input type="checkbox"/> EA12. Recognize sound/symbol	spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> A13. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> A16. Identify and correctly use regular	<input type="checkbox"/> predict their meaning. <input type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i>). <input checked="" type="checkbox"/> 1.10 Identify simple multiple-meaning words. <input type="checkbox"/> 2.0 Reading Comprehension 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,			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> B12. Identify, using key words or pictures, the basic sequence of events in stories read aloud. Literary Response and Analysis <input type="checkbox"/> B13. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B14. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/> EI12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. Reading Comprehension <input type="checkbox"/> EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> EI14. Draw and label pictures related to a story topic or one's own experience.	<input type="checkbox"/> I15. Distinguish letters from words. Grade One <input type="checkbox"/> I16. Match spoken words to printed words. <input type="checkbox"/> I17. Identify letters, words, and sentences. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition <input type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> EA14. Read simple one-syllable and high-frequency words (i.e., sight words).	plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Fluency and Systematic Vocabulary Development <input type="checkbox"/> A17. Explain common antonyms and synonyms. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A18. Understand and explain common antonyms and synonyms. <input type="checkbox"/> A19. Recognize words that have multiple meanings in	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, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g.,			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
	<input type="checkbox"/> EI15. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI16. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> EI17. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI18. Respond orally to factual comprehension questions about stories by answering in simple sentences.	<input type="checkbox"/> I19. Use decoding skills to read more complex words independently. English-Language Arts Content Standards Grade One <input checked="" type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g.,	<input type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word Recognition <input type="checkbox"/> EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> EA17. Read	texts. English-Language Arts Content Standards Grade Two <input checked="" type="checkbox"/> A20. Identify simple multiple-meaning words. <input type="checkbox"/> A21. Apply knowledge of academic and social vocabulary to achieve independent reading. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A22. Use knowledge of individual words in unknown compound words to predict their meaning.	<input type="checkbox"/> classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 State the purpose in reading (i.e., tell what			

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	<input type="checkbox"/> EI19. Recite simple poems. <input type="checkbox"/> EI21. Identify orally the setting and characters by using simple sentences and vocabulary.	<input type="checkbox"/> classroom discussions, mediation of conflicts. English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I22. Describe common objects and events in both general and specific language. <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to	<input type="checkbox"/> common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. <input type="checkbox"/> EA19. Read compound words and contractions. <input type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> EA21. Read common word families (e.g., <i>-ite</i>	<input type="checkbox"/> A23. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. English-Language Arts Content Standards Kindergarten <input type="checkbox"/> A24. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A25. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> A26. Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	<input type="checkbox"/> information is sought). <input type="checkbox"/> 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. <input type="checkbox"/> 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>). <input type="checkbox"/> 2.5 Restate facts and details in the text to clarify and organize ideas. <input type="checkbox"/> 2.6 Recognize cause-and-effect relationships in a text. <input type="checkbox"/> 2.7 Interpret			

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		<p>known vocabulary (e.g., <i>remove, jumping</i>).</p> <p>Reading Comprehension</p> <p><input type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p> <p><input type="checkbox"/> I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or</p>	<p>-ate).</p> <p><input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Fluency and Systematic Vocabulary Development</p> <p><input checked="" type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p><input type="checkbox"/> EA24. Use simple prefixes and suffixes when they are attached to known vocabulary.</p>	<p>Grade One</p> <p><input type="checkbox"/> A27. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p><input type="checkbox"/> A28. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input type="checkbox"/> A29. Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p><input type="checkbox"/> A30. Read compound words and</p>	<p>information from diagrams, charts, and graphs.</p> <p><input type="checkbox"/> 2.8 Follow two-step written instructions.</p> <p><input type="checkbox"/> 3.0 Literary Response 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</i></p>			

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		<input type="checkbox"/> sentences to communicate the inferences. <input type="checkbox"/> I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities. Literary Response and Analysis <input type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts. <input type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual	English-Language Arts Content Standards Grade Two <input type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <input type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. Reading Comprehension <input type="checkbox"/> EA27. Read text and use detailed sentences to	<input type="checkbox"/> contractions. A31. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> A32. Read common word families (e.g., <i>-ite, -ate</i>). <input type="checkbox"/> A33. Read aloud with fluency in a manner that sounds like natural speech. Grade Two <input type="checkbox"/> A34. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> A35. Apply knowledge of basic	<input type="checkbox"/> <i>Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.1 Compare and contrast plots, settings, and characters presented by different authors. <input type="checkbox"/> 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. <input type="checkbox"/> 3.3 Compare and contrast different versions of the same stories that reflect different			

*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: Hampton-Brown		Program Title: Picture Perfect Dictionary 2 (Pack 10.2 – ISBN 07362-27202)	
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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
		comprehension questions.	<input type="checkbox"/> identify orally the main idea and use the idea to draw inferences about the text. <input type="checkbox"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. <input type="checkbox"/> EA29. Write a brief summary (three or four complete sentences) of a story. <input type="checkbox"/> EA30. Read and use basic text features, such as the title, table of contents, and chapter headings.	syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input type="checkbox"/> A36. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A37. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> A38. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension	<input type="checkbox"/> cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.			

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			<input type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and Analysis	<input type="checkbox"/> A39. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.				
			<input type="checkbox"/> EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	<input type="checkbox"/> A40. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.				
			<input type="checkbox"/> EA33. Read a literary selection and orally identify the literary elements of plot, setting, and	Literary Response and Analysis <input type="checkbox"/> A41. Read a variety of children's literature and respond to it both				

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			<input type="checkbox"/> characters. <input type="checkbox"/> EA34. Read a story and identify the beginning, middle, and end.	<input type="checkbox"/> orally and in writing. <input type="checkbox"/> A42. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A43. Compare and contrast different authors' use of literary elements.				

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