

**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):

3-5

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 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<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 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 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 type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and	<input 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 type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input 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 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. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words. <input type="checkbox"/> 1.2 Decode regular	<u>B7-ELD & 1.7-ELA Standard</u> Picture Dictionary 2 (PE) pp. 122-142 <u>EI3-ELD & 1.7 ELA Standard</u> PE p. 30 Earth; p. 47 Habitat; p. 88 Region; p. 47 Habitat;p. 100 Slavery; <u>I7-ELD & 1.7 ELA Standard</u> PE p. 30 Earth; p. 47 Habitat; p.	<u>EI3-ELD & 1.7 ELA Standard</u> The Picture Perfect Dictionary 2 contains many similar "expanded" entries designed to support Content Vocabulary Development. <u>I7-ELD & 1.7 ELA Standard</u> The Picture Perfect Dictionary 2

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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 3			
<input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	<input checked="" type="checkbox"/> Vocabulary Development EI3. Apply knowledge of content-related vocabulary to discussions and reading.	<input type="checkbox"/> syntax to decode and interpret the meaning of unfamiliar words in text. <input type="checkbox"/> 15. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas.	<input type="checkbox"/> 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"/> multisyllabic words. 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. <input type="checkbox"/> 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>). <input type="checkbox"/> 1.6 Use sentence and word context to find the meaning of unknown words.	88 Region; p. 47 Habitat;p. 100 Slavery; <u>EA5-ELD & 1.7 ELA Standard</u>	contains many similar “expanded” entries designed to support Content Vocabulary Development. <u>EA5-ELD & 1.7 ELA Standard</u>	
<input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.	<input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently.	<input type="checkbox"/> 16. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).	<input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading.		Teachers’ Guide and Activity Card Pack (TG) card 3 “Community:” Make Dictionary Entries; TG card 4 “Digestion:” Alphabetical Order; TG card 5 “Explore:” Locate Information	Most TG cards feature similar Dictionary Skills Lessons.	
<input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.	<input 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"/> 17. Use content-	<input checked="" type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.		<u>A6-ELD & 1.7 ELA Standard</u>	<u>A6-ELD & 1.7 ELA Standard</u>	
<input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate		<input checked="" type="checkbox"/>	<input type="checkbox"/> EA6. Recognize			Teachers’ Guide and Activity Card	Most TG cards feature similar	

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<input type="checkbox"/> basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> <u>Reading Comprehension</u> 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	<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. <u>Reading Comprehension</u> <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate under-	<input type="checkbox"/> related vocabulary in discussions and reading. <input type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <u>Reading Comprehension</u> <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"/> 110. Read text and	<input type="checkbox"/> simple analogies (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,	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <u>Reading Comprehension</u> <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 type="checkbox"/> A10. Use text features, such as	<input checked="" type="checkbox"/> 1.7 Use a dictionary to learn the meaning and other features of unknown words. <input type="checkbox"/> 1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of 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, making predictions, comparing information from several sources). The selections in <i>Recommended</i>	Pack (TG) card 3 "Community:" Make Dictionary Entries; TG card 4 "Digestion:" Alphabetical Order; TG card 5 "Explore:" Locate Information	Dictionary Skills Lessons.	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
<input type="checkbox"/> using key words and/or phrases. <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.	<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 type="checkbox"/> 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 experiences.	<input type="checkbox"/> and expression increasingly complex narrative and expository texts. Reading Comprehension <input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. Generate and respond to comprehension questions related to the text. <input type="checkbox"/> EA11. Describe relationships between the text and one’s personal experience. <input type="checkbox"/> EA12. Locate text features, such as format, diagrams,	<input type="checkbox"/> format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input type="checkbox"/> A11. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/> <i>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., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate			

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<input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B15. Distinguish between fiction and nonfiction by giving one- or two- word oral responses. <input type="checkbox"/> B16. Create pictures, lists, charts, and tables	<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 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.	<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.	<input type="checkbox"/> charts, glossaries, and indexes, and identify the functions. <input type="checkbox"/> EA13. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA14. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA15. Identify some significant structural (organizational) patterns in text, such as sequential or chronological		<input type="checkbox"/> information in text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. <input type="checkbox"/> 2.3 Demonstrate comprehension by identifying answers in the text. <input type="checkbox"/> 2.4 Recall major points in the text and make and modify predictions about forthcoming information. <input type="checkbox"/> 2.5 Distinguish the main idea and supporting details in expository text. <input type="checkbox"/> 2.6 Extract appropriate and significant information from the text, including problems and solutions. <input type="checkbox"/> 2.7 Follow simple			

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to identify the characteristics of fairy tales, folktales, myths, and legends.			<p>order and cause and effect.</p> <p>Literary Response and Analysis</p> <p><input type="checkbox"/> EA16. Identify and describe figurative language (e.g., similes, metaphors, and personification).</p> <p><input type="checkbox"/> EA17. Distinguish between literary connotations and symbols from culture to culture.</p> <p><input type="checkbox"/> EA18. Read a literary selection and orally identify metaphors and similes.</p> <p><input type="checkbox"/> EA19. Identify the</p>		<p>multiple-step written instructions (e.g., how to assemble a product or play a board game).</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 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></p> <p><input type="checkbox"/> 3.1 Distinguish common</p>			

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			<input type="checkbox"/> motives of characters in a work of fiction. <input type="checkbox"/> EA20. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA21. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA22. Read a literary selection and orally identify the main conflict in the plot and its resolution. <input type="checkbox"/> EA23. Recognize the difference between the first-person and third-		<input type="checkbox"/> forms of literature (e.g., poetry, drama, fiction, nonfiction). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. <input type="checkbox"/> 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. <input type="checkbox"/> 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. <input type="checkbox"/> 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. <input type="checkbox"/> 3.6 Identify the speaker or			

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Beginning		Early Intermediate		Intermediate		Grade 3			
					person points of view in a literary text.		narrator in a selection.		

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