

**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		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 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>Word Recognition</i> 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	<u>B7-ELD & 1.6 ELA Standard</u> Picture Dictionary 2 (PE) p. 13 entries for "Bill" and "Blank"; p. 9 "Base" and "Bat"; p. 42 "Gear" and "Giant". <u>EI3-ELD & 1.6 ELA Standard</u> Picture Dictionary 2 (PE) p. 13 entries for "Bill" and "Blank"; p. 9 "Base" and "Bat"; p. 42 "Gear" and "Giant". <u>I7-ELD & 1.6 ELA Standard</u>	All yellow-shaded entries in the Picture Dictionary are Multiple-Meaning Words.	

*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 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 checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate	<input checked="" type="checkbox"/> Vocabulary Development <input checked="" 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 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"/> syntax to decode and interpret the meaning of unfamiliar words in text. <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, present/time</i>) in literature and texts in content areas. <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 checked="" type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> EA6. Recognize	<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"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.	<input type="checkbox"/> <i>Vocabulary and Concept Development</i> 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 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 checked="" type="checkbox"/> 1.6 Distinguish and interpret words with multiple meanings. <input type="checkbox"/> 2.0 Reading Comprehension	Picture Dictionary 2 (PE) p. 13 entries for “Bill” and “Blank”; p. 9 “Base” and “Bat”; p. 42 “Gear” and “Giant”. EA5-ELD & 1.6 ELA Standard Picture Dictionary 2 (PE) p. 13 entries for “Bill” and “Blank”; p. 9 “Base” and “Bat”; p. 42 “Gear” and “Giant”. A6-ELD & 1.6 ELA Standard Picture Dictionary 2 (PE)		

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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"/> basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> 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	<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. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate under-	<input checked="" type="checkbox"/> 17. Use content-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>). <input type="checkbox"/> 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"/> 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, and expression	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <input type="checkbox"/> 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 type="checkbox"/> A10. Use text features, such as	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	p. 13 entries for “Bill” and “Blank”; p. 9 “Base” and “Bat”; p. 42 “Gear” and “Giant”.		

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<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"/> 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	<input type="checkbox"/> increasingly 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 type="checkbox"/> EA13. Locate text features, such as	<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"/> contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> 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 type="checkbox"/> 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in			

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<p><u>Literary Response and Analysis</u></p> <p><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.</p> <p><input type="checkbox"/> B15. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.</p> <p><input type="checkbox"/> B16. Create pictures, lists, charts, and tables</p>	<p>of events in text that one reads.</p> <p><input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.</p> <p><input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud.</p>	<p>one's own experiences.</p> <p><input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities.</p> <p><input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</p>	<p>format, diagrams, charts, glossaries, and indexes, and identify the functions.</p> <p><input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.</p> <p><input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</p> <p><input type="checkbox"/> EA16. Identify some significant structural (organizational)</p>		<p><input type="checkbox"/> the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p><input type="checkbox"/> 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p><input type="checkbox"/> 2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p><input type="checkbox"/> 2.6 Distinguish between cause and effect and between fact and opinion in expository text.</p> <p><input type="checkbox"/> 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</p> <p><input type="checkbox"/> 3.0 Literary Response and Analysis</p>			

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to identify the characteristics of fairy tales, folktales, myths, and legends.			<p>patterns in text, such as sequential or chronological order and cause and effect.</p> <p><u>Literary Response and Analysis</u></p> <p><input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification).</p> <p><input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. Read a literary selection and orally identify metaphors and similes.</p>		<p>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.</p> <p><i>Structural Features of Literature</i></p> <p><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 Grade-Level-Appropriate</i></p>			

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			<input type="checkbox"/> EA19. Identify the 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		<input type="checkbox"/> <i>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 works.			

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			between the first- person and third- person points of view in a literary text.					

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