

**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](mailto: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.**

<b><u>COMPONENT TITLE</u></b>	<b><u>ISBN NUMBER</u></b>
<b>Picture Perfect Dictionary 2 Teacher's Guide and Activity Card Pack</b>	<b>07362-0184X</b>
<b>Picture Dictionary 2</b>	<b>07362-01831</b>

Publisher: Hampton-Brown		Program Title: Picture Perfect Dictionary 2 (Pack 10.2 – ISBN 07362-27202)	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 5	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Word Analysis</b> 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.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input type="checkbox"/> <b>Word Analysis</b> 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).  <b>Fluency and Systematic</b>	<input type="checkbox"/> <b>Word Analysis</b> I1. Pronounce most English phonemes correctly while reading aloud.  <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading.  <b>Fluency and Systematic Vocabulary Development</b>  <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"/> <b>Word Analysis</b> EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input type="checkbox"/> <b>Word Analysis</b> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.  <b>Fluency and Systematic Vocabulary Development</b>  <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"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.  <input type="checkbox"/> <b>Word Recognition</b> 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>Vocabulary and Concept Development</b>	<b><u>B7-ELD &amp; 1.3 ELA Standard</u></b>  Picture Dictionary 2 (PE) p. 13 entries for "Bill" and "Blank"; p. 9 "Base" and "Bat"; p. 42 "Gear" and "Giant".  <b><u>EI3-ELD &amp; 1.3 ELA Standard</u></b>  Picture Dictionary 2 (PE) p. 13 entries for "Bill" and "Blank"; p. 9 "Base" and "Bat"; p. 42 "Gear" and "Giant".  <b><u>I7-ELD &amp; 1.3 ELA Standard</u></b>	All yellow-shaded entries in the Picture Dictionary are Multiple-Meaning Words (homographs).

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

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<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"/> <b>B7. Produce simple vocabulary (single words or short phrases) to communicate</b>	<input checked="" type="checkbox"/> <b>Vocabulary Development</b>  <input checked="" type="checkbox"/> <b>EI3. Apply knowledge of content-related vocabulary to discussions and reading.</b>  <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 checked="" type="checkbox"/> <b>I7. Use content-related</b>	<input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i> , <i>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</i> , <i>education</i> ).  <input checked="" type="checkbox"/> <b>EA5. Use a standard dictionary to find the meaning of known vocabulary.</b>  <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"/> <b>A6. Use a standard dictionary to determine the meaning of unknown words.</b>	<input type="checkbox"/> 1.2 Use word origins to determine the meaning of unknown words. <input checked="" type="checkbox"/> <b>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</b> <input type="checkbox"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ). <input type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context.  <input type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> Students read and understand grade-level-appropriate material. They describe and	Picture Dictionary 2 (PE) p. 13 entries for "Bill" and "Blank"; p. 9 "Base" and "Bat"; p. 42 "Gear" and "Giant".  <b>EA5-ELD &amp; 1.3 ELA Standard</b>  Picture Dictionary 2 (PE) p. 13 entries for "Bill" and "Blank"; p. 9 "Base" and "Bat"; p. 42 "Gear" and "Giant".  <b>A6-ELD &amp; 1.3 ELA Standard</b>  Picture Dictionary 2 (PE)		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
<input type="checkbox"/> <b>basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</b>  <input type="checkbox"/> <b>Reading Comprehension</b>  <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"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  <input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts.  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> EI8. Read and listen to simple stories and demonstrate understand by using	<input type="checkbox"/> <b>vocabulary in discussions and reading.</b>  <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"/> <b>Reading Comprehension</b>  <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 identify features,	<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"/> <b>Reading Comprehension</b>  <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 type="checkbox"/> connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. 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, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.	<p>p. 13 entries for “Bill” and “Blank”; p. 9 “Base” and “Bat”; p. 42 “Gear” and “Giant”.</p>		

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Grades 3-5 ELD Reading					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
<input type="checkbox"/>	using key words and/or phrases.	<input type="checkbox"/>	simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").	<input type="checkbox"/>	such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	<input type="checkbox"/>	increasingly complex narrative and expository texts.	<input type="checkbox"/>	format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/>	<i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.		
<input type="checkbox"/>	B10. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/>	EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.	<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"/>	EA10. Describe the main ideas and supporting details of a text.	<input type="checkbox"/>	Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.	<input type="checkbox"/>	2.2 Analyze text that is organized in sequential or chronological order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
<input type="checkbox"/>	B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input type="checkbox"/>	EI10. Understand and follow simple two-step directions for classroom activities.	<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"/>	EA11. Generate and respond to the comprehension questions related to the text.	<input type="checkbox"/>	A11. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/>	2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.		
<input type="checkbox"/>	B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/>	EI11. Orally identify, using simple sentences, the basic sequence of events in text			<input type="checkbox"/>	EA12. Describe relationships between the text and one's personal experience.			<input type="checkbox"/>	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository Critique</i>		
<input type="checkbox"/>	B13. Point out text features, such as the title, table of contents, and chapter headings.					<input type="checkbox"/>	EA13. Locate text features, such as						

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> <b>Literary Response and Analysis</b>  <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"/> 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"/> format, diagrams, charts, glossaries, and indexes, and identify the functions.  <input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.  <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.  <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential		<input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text.  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. 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>  <input type="checkbox"/> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
to identify the characteristics of fairy tales, folktales, myths, and legends.			<p>or chronological order and cause and effect.</p> <p><b><u>Literary Response and Analysis</u></b></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><input type="checkbox"/> EA19. Identify the motives of</p>		<p>nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p><input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p><input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied</p>			

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			<input type="checkbox"/> 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-person points of view in a literary		<input type="checkbox"/> or stated directly) in sample works. <input type="checkbox"/> 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. <input type="checkbox"/> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.			

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