

**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)
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**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

<b>Grades 6-8 ELD Listening and Speaking Standards</b>					<b>ELA Standards</b>		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> <b>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</b>  <input type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases.  <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g.,	<input checked="" type="checkbox"/> <b>EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</b>  <input type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences.  <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions.  <input type="checkbox"/> EI4. Restate in simple sentences the main idea of	<input type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message.  <input type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.  <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be	<input type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.  <input type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot.  <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random	<input type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details.  <input type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.  <input checked="" type="checkbox"/> <b>A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of</b>	<input checked="" type="checkbox"/> <b>Listening And Speaking</b>  <input checked="" type="checkbox"/> <b>1.0 Listening and Speaking Strategies</b>  <b>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</b>  <input type="checkbox"/> <i>Comprehension</i> 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture,	<b><u>B1-ELD &amp; 1.0 ELA Standard</u></b>  Teachers' Guide and Activity Card Pack (TG) card 5 "Explore;" Discuss the Explorers; TG card 6 "Freedom;" Discuss Freedom; TG card 10 "Journal;" Discuss Thoughts and Feelings.  Picture Dictionary 2 (PE) pp. 34-35; p. 40; p.55.  <b><u>EI1-ELD &amp; 1.0 ELA Standard</u></b>  Teachers' Guide and Activity Card Pack (TG) card 5 "Explore;" Discuss	Vocabulary and language activities on all TG cards are designed to have students Listen/ Respond and interact with oral communication.

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<input type="checkbox"/> gestures, pointing, drawing).  <input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., “Good morning, Ms. _____”).	<input type="checkbox"/> oral presentations in subject-matter content.  <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., “I need to borrow a pencil”).  <input type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input checked="" type="checkbox"/> followed (e.g., third-person singular, male and female pronouns).  <input checked="" type="checkbox"/> <b>I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</b>  <input type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content.  <input type="checkbox"/> I6. Prepare and	<input checked="" type="checkbox"/> errors.  <input checked="" type="checkbox"/> <b>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</b>  <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.  <input type="checkbox"/> EA6. Respond to messages by	<input type="checkbox"/> <b>others.</b>  <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.  <input type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.  <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard	<input type="checkbox"/> gesture). <input type="checkbox"/> 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. <input type="checkbox"/> 1.3 Restate and execute multiple-step oral instructions and directions. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. <input type="checkbox"/> 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. <input type="checkbox"/> 1.6 Support opinions	the Explorers; TG card 6 “Freedom:” Discuss Freedom; TG card 10 “Journal:” Discuss Thoughts and Feelings.  Picture Dictionary 2 (PE) pp. 34-35; p. 40; p.55.  <b><u>I4-ELD &amp; 1.0 ELA Standard</u></b>  Teachers’ Guide and Activity Card Pack (TG) card 5 “Explore:” Discuss the Explorers; TG card 6 “Freedom:” Discuss Freedom; TG card 10 “Journal:” Discuss Thoughts and Feelings.		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
		deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> asking questions, challenging statements, or offering examples that affirm the message.  <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.  <input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> with detailed evidence and with visual or media displays that use appropriate technology. <input type="checkbox"/> 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns. Use of onomatopoeia) for intent and effect. <input type="checkbox"/> 1.9 Identify persuasive and propaganda	Picture Dictionary 2 (PE) pp. 34-35; p. 40; p.55.  <b><u>EA4-ELD &amp; 1.0 ELA Standard</u></b>  Teachers’ Guide and Activity Card Pack 5 “Explore:” Discuss the Explorers; TG card 6 “Freedom:” Discuss Freedom; TG card 10 “Journal:” Discuss Thoughts and Feelings.  Picture Dictionary 2 (PE) pp. 34-35; p. 40; p.55.  <b><u>A3-ELD &amp; 1.0 ELA Standard</u></b>  Teachers’ Guide	

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					<input type="checkbox"/> techniques used in television and identify false and misleading information.  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  Students deliver 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	and Activity Card Pack (TG) card 5 “Explore:” Discuss the Explorers; TG card 6 “Freedom:” Discuss Freedom; TG card 10 “Journal:” Discuss Thoughts and Feelings.  Picture Dictionary 2 (PE) pp. 34-35; p. 40; p.55.	

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										<ul style="list-style-type: none"> <li><input type="checkbox"/> outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:               <ul style="list-style-type: none"> <li>2.1 Deliver narrative presentations:                   <ul style="list-style-type: none"> <li>a. Establish a context, plot, and point of view.</li> <li>b. Include sensory details and concrete language to develop the plot and character.</li> <li>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</li> </ul> </li> <li>2.2 Deliver informative presentations:</li> </ul> </li> </ul>		

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										<ul style="list-style-type: none"> <li>a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</li> <li>b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</li> </ul> <input type="checkbox"/> 2.3 Deliver oral responses to literature: <ul style="list-style-type: none"> <li>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li>b. Organize the selected interpretation around</li> </ul>		

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					<input type="checkbox"/> several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. <input type="checkbox"/> 2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal. <input type="checkbox"/> 2.5 Deliver presentations on problems and			

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										solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.  <b>Written and Oral English Language Conventions</b>  The standards for written and oral English language conventions have been placed between those for writing and for listening and		

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										<p>speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p><input type="checkbox"/> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>			

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					<input type="checkbox"/> <i>Grammar</i> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. <input type="checkbox"/> <i>Punctuation</i> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <input type="checkbox"/> <i>Capitalization</i> 1.4 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.5 Spell frequently			

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										misspelled words correctly (e.g., their, they're, there).			

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