

**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 6-8 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> 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). <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"/> 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>). <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"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of	<input checked="" type="checkbox"/> Listening And Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. <input type="checkbox"/> <i>Comprehension</i> <input type="checkbox"/> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. <input type="checkbox"/> 1.2 Determine the	<u>B1-ELD & 1.0 ELA Standard</u> 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. <u>EI1-ELD & 1.0 ELA Standard</u> 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.

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

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
<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"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <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 checked="" type="checkbox"/> errors. <input checked="" type="checkbox"/> 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. <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	<input type="checkbox"/> others. <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	<input type="checkbox"/> speaker’s attitude toward the subject. <input type="checkbox"/> 1.3 Respond to persuasive messages with questions, challenges, or affirmations. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. <input type="checkbox"/> 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the	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. <u>I4-ELD & 1.0 ELA Standard</u> 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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		<input type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> messages by 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.	<input type="checkbox"/> using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> audience. <input type="checkbox"/> 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener. <input type="checkbox"/> 1.8 Analyze the effect on the viewer of images, text, and	Picture Dictionary 2 (PE) pp. 34-35; p. 40; p.55. <u>EA4-ELD & 1.0 ELA Standard</u> 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. <u>A3-ELD & 1.0 ELA Standard</u>		

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										<input type="checkbox"/> sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) 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	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.	

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						organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate		

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					<input type="checkbox"/> strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions). <input type="checkbox"/> 2.2 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details. <input type="checkbox"/> 2.3 Deliver research presentations;			

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						a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately. <input type="checkbox"/> 2.4 Deliver persuasive presentations: a. State a clear		

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										position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence. Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both		

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						sets of skills.		
					<input type="checkbox"/>	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i>		
					<input type="checkbox"/>	1.1 Place modifiers properly and use the active voice. <i>Grammar</i>		
					<input type="checkbox"/>	1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.		
					<input type="checkbox"/>	1.3 Identify all parts of speech and types		

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						<input type="checkbox"/> and structure of sentences. <input type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). <i>Punctuation</i> <input type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.		

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<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	Grade 7	Primary Citation	Supporting Citation	

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