

**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 8	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 type="checkbox"/> Listening and Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies 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. <input type="checkbox"/> <i>Comprehension</i> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on	<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.

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<input type="checkbox"/> gestures, pointing, drawing). <input type="checkbox"/> IB4. 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"/> the listener. <input type="checkbox"/> 1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, deliver, and purpose. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. <input type="checkbox"/> 1.4 Prepare a speech outline based upon a	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.	using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. <input type="checkbox"/> 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. <input type="checkbox"/> 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations. <input type="checkbox"/> 1.7 Use audience feedback (e.g.,	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"/> verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. <i>Analysis and Evaluation of Oral and Media Communications</i> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material). <input type="checkbox"/> 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers)	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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					<input type="checkbox"/> <p>communicate information and affect impressions and opinions.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>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</p>			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input type="checkbox"/> outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g.,			

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										relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 2.2 Deliver oral responses to literature: <input type="checkbox"/> a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through			

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										references to the text, other works, other authors, or personal knowledge. 2.3 Deliver research presentations: <input type="checkbox"/> a. Define a thesis. <input type="checkbox"/> b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and		

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										graphs. 2.4 Deliver persuasive presentations: <input type="checkbox"/> a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.		

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										<input type="checkbox"/> d. Maintain a reasonable tone. 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning. 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			

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										speaking because these conventions are essential to both sets of skills. 1.0 Written and Oral English Language Conventions <input type="checkbox"/> Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including		

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						<input type="checkbox"/> similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> 1.4 Edit written manuscripts to ensure that correct grammar is used. <input type="checkbox"/> <i>Punctuation and Capitalization</i> 1.5 Use correct punctuation and capitalization. <i>Spelling</i> <input type="checkbox"/> 1.6 Use correct		

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					<input type="checkbox"/>	spelling conventions.		

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