

**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 Cards (Pack 11.3 – ISBN 07362-27237)

**Grade Level(s):**

3

**Program Description:**

Picture Cards specially designed for English learners illustrate basic and academic vocabulary connected to grade-level themes and content. Perfect size for centers and pocket chart activities.

**Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers’ edition, WB = workbook, etc.)**

TG = Picture Cards Teacher’s Guide

**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 Cards Teacher's Guide</b>	<b>07362-2730X</b>

Publisher: Hampton-Brown		Program Title: Picture Cards (Pack 11.3 – ISBN 07362-27237)	
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					ELA Standards			
ELD Listening and Speaking Standards					Grade 3		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
<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. Answer simple questions with one- to two-words responses.  <input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and	<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 using phrases or simple sentences.  <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions.  <input type="checkbox"/> EI4. Orally identify the main points of simple	<input type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).  <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;	<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. Summarize major ideas and 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	<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 idiomatic expressions (e.g., “It’s pouring outside”) 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</b>	<input type="checkbox"/> <b>Listening and Speaking</b> 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <i>Comprehension</i> <input type="checkbox"/> 1.1 Retell, paraphrase, and explain what has been said by a speaker. <input type="checkbox"/> 1.2 Connect and relate prior experiences,	<b><u>B1 ELD, and 2.0 ELA Standard</u></b>  Teacher’s Guide (TG) Picture Cards p. 3.  <b><u>EI1 ELD, and 2.0 ELA Standard</u></b>  Teacher’s Guide (TG) Picture Cards p. 3.  <b><u>I4 ELD, and 2.0 ELA Standard</u></b>  Teacher’s Guide (TG) Picture Cards p. 3.  <b><u>EA 4 ELD, and 2.0</u></b>	<b><u>B1 ELD, and 2.0 ELA Standard</u></b> Activities on pages 4-14 also require students to communicate using spoken English.  <b><u>EI1 ELD, and 2.0 ELA Standard</u></b> Activities on pages 4-14 also require students to communicate using spoken English.  <b><u>I4 ELD, and 2.0 ELA Standard</u></b> Activities on pages 4-14 also require students to communicate using spoken English.  <b><u>EA 4 ELD, and 2.0</u></b>	

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<input type="checkbox"/> illustrative objects. B4. Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).	<input type="checkbox"/> conversations and stories that are read aloud by using phrases or simple sentences.  <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., “May I get a drink of water?”).  <input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> however, some rules may not be 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. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input checked="" type="checkbox"/> modulation but may make random 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. Ask and	<input type="checkbox"/> <b>communication of 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. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.  <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation,	<input type="checkbox"/> insights, and ideas to those of a speaker. <input type="checkbox"/> 1.3 Respond to questions with appropriate elaboration. <input type="checkbox"/> 1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Organize ideas chronologically or around major points of information. <input type="checkbox"/> 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	<b>ELA Standard</b>  Teacher’s Guide (TG) Picture Cards p. 3.  <b>A 3 ELD, and 2.0 ELA Standard</b>  Teacher’s Guide (TG) Picture Cards p. 3.	<b>ELA Standard</b> Activities on pages 4-14 also require students to communicate using spoken English.  <b>A 3 ELD, and 2.0 ELA Standard</b> Activities on pages 4-14 also require students to communicate using spoken English.	

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ELD Listening and Speaking Standards					Grade 3			
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
				<input type="checkbox"/> answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).	<input type="checkbox"/> pitch, and modulation.	<input type="checkbox"/> 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. <input type="checkbox"/> 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). <input type="checkbox"/> 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.10 Compare ideas		
				<input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.				

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ELD Listening and Speaking Standards					Grade 3			
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<input type="checkbox"/> and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts.	
							<input checked="" type="checkbox"/> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> <b>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American</b>	

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<input type="checkbox"/> <b>English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b> Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character,	

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ELD Listening and Speaking Standards					Grade 3			
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							<input type="checkbox"/> setting, and plot. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.  <input type="checkbox"/> 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.  <b><u>Written and Oral English Language Conventions</u></b> The standards for written and oral English language conventions have been placed between those for	

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<input type="checkbox"/> writing and for listening and speaking because these conventions are essential to both sets of skills.  <input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing	

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<input type="checkbox"/> and speaking. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. <input type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. <input type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i> <input type="checkbox"/> 1.5 Punctuate dates, city and state, and titles of books correctly.	

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Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		
							<input type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i> ). <input type="checkbox"/> 1.9 Arrange words in	

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