

**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:

Vocabulary Builders Kit (Pack 5.0 – ISBN 07362-27091)

Grade Level(s):

K-2

Program Description:

Build the oral language and vocabulary children need to succeed with these 10 tabletop scenes, songs, and interactive manipulatives.

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

TG = Vocabulary Builders 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

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>
Vocabulary Builders Teacher's Guide	07362-23940

Publisher: Hampton-Brown		Program Title: Vocabulary Builders Kit (Pack 5.0 – ISBN 07362-27091)	
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 K-2 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	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. Answer simple questions with one- to -two-word responses. <input type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication	<input 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. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic	<input type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input checked="" 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 followed (e.g., third-	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input type="checkbox"/> EA2. Retell stories in greater detail by including 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 errors.	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and	<input checked="" type="checkbox"/> <u>Listening and Speaking</u> <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. <input type="checkbox"/> <i>Comprehension</i> <input type="checkbox"/> 1.1 Understand and follow one- and two-step oral directions. <input type="checkbox"/> 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. <input type="checkbox"/> 2.0 Speaking Applications	<u>B1-ELD & 1.0 ELA Standard</u> Teachers' Guide (TG) <i>Vocabulary Builders</i> pp. T2-T3, T4-T5, T6-T7. <u>EI5-ELD & 1.0 ELA Standard</u> TG <i>Vocabulary Builders</i> pp. T2-T3, T4-T5, T6-T7. <u>I2-ELD & 1.0 ELA Standard</u> TG <i>Vocabulary Builders</i> pp. T2-T3, T4-T5, T6-T7. <u>EA1-ELD & 1.0 ELA Standard</u> TG <i>Vocabulary Builders</i>	There are 10 units total in the <i>Vocabulary Builders Teachers' Guide</i> . Each unit is organized in the same way, so these same standards will be met in each unit.

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

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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<input type="checkbox"/> (e.g., matching objects, pointing to an answer, drawing pictures). <input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., “Thank you”, “You’re welcome”).	<input checked="" type="checkbox"/> needs (e.g., “May I get a drink?”). <input checked="" type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> person singular, male and female pronouns). <input 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. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input 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. Ask and answer instructional questions with more extensive	<input type="checkbox"/> paraphrasing the communication of 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. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms,	<input type="checkbox"/> (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Describe people, places, things (e.g., size, color, shape), locations, and	<i>Builders</i> pp. T2-T3, T4-T5, T6-T7. <u>A1-ELD & 1.0 ELA Standard</u> <i>TG Vocabulary Builders</i> pp. T2-T3, T4-T5, T6-T7.	

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			supporting elements (e.g., “Which part of the story was the most important?”).	sounds, intonation, pitch, and modulation.	<input type="checkbox"/> actions. <input type="checkbox"/> 2.2 Recite short poems, rhymes, and songs. <input type="checkbox"/> 2.3 Relate an experience or creative story in a logical sequence.			
					<u>Written and Oral English Language Conventions</u> 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 sets of skills.			

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					<input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.			

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