

**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 It! Big Book of Graphic Organizers (Pack 7.0 – ISBN 07362-27113)

**Grade Level(s):**

1-12

**Program Description:**

A comprehensive set of write-on/wipe-off graphic organizers (pen included) to help students organize, picture, and present ideas.

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

TG = Picture It! Teacher’s Guide and Blackline Masters

**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 It! Teacher's Guide and Blackline Masters</b>	<b>07362-24688</b>

Publisher: Hampton-Brown		Program Title: Picture It! Big Book of Graphic Organizers (Pack 7.0 – ISBN 07362-27113)	
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)**

<b>Grades 11-12 ELD Writing: Strategies and Applications Standards</b>					<b>ELA Standards</b>		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.  <input type="checkbox"/> B2. Create simple sentences or phrases with some assistance.  <input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details.  <input checked="" type="checkbox"/> <b>B4. Use the writing process to write brief narratives with a few standard</b>	<input type="checkbox"/> E11. Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text.  <input type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.  <input type="checkbox"/> E13. Use simple sentences to create a draft of a short essay that follows an outline.  <input checked="" type="checkbox"/> <b>E14. Write an increasing</b>	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.  <input type="checkbox"/> I2. Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs.  <input type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing.	<input type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).  <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.  <input type="checkbox"/> EA3. Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms.  <input checked="" type="checkbox"/> <b>EA4. Use appropriate</b>	<input type="checkbox"/> A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.  <input type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis.  <input type="checkbox"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples.  <input type="checkbox"/> A4. Complete job applications and	<input checked="" type="checkbox"/> <b>Writing</b>  <input checked="" type="checkbox"/> <b>1.0 Writing Strategies</b>  <b>Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</b> <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Demonstrate an	<u><b>B4-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>E14-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>I8-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>EA4-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>A7-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25	Through the graphic organizers in the BB the teacher is able to teach, model, and provide practice in the planning/ pre-writing step of the writing process.

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

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<input type="checkbox"/> <b>grammatical forms.</b>  <input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.  <input type="checkbox"/> B 6. Complete a job application form by providing basic information, such as one's name, age, address, and education.	<input type="checkbox"/> <b>number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</b>  <input type="checkbox"/> E15. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.  <input type="checkbox"/> E16. Collect information from various sources (e.g., dictionary,	<input type="checkbox"/> 14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.  <input type="checkbox"/> 15. Recognize structured ideas and arguments and support examples in persuasive writing.  <input type="checkbox"/> 16. Fill out job applications and prepare résumés that are clear and provide all needed information.  <input type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and	<b>language variations and genres in writing for language arts and other content areas.</b>  <input type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately.  <input type="checkbox"/> EA6. Write reflective compositions that explore the significance of events.  <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies.	write résumés that fit the purpose and audience and follow the conventional format for the type of document.  <input type="checkbox"/> A5. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.  <input type="checkbox"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.	understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. <input type="checkbox"/> 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. <input type="checkbox"/> 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.			

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	<input type="checkbox"/> library books, research materials) and take notes on a given topic.  <input type="checkbox"/> E17. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.  <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).	<input checked="" type="checkbox"/> short stories that include a sequence of events and supporting details.  <input checked="" type="checkbox"/> <b>18. Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.)</b>  <input type="checkbox"/> 19. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input type="checkbox"/> EA8. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.  <input type="checkbox"/> EA9. Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter.	<input checked="" type="checkbox"/> <b>A7. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.</b>  <input type="checkbox"/> A8. Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims  <input type="checkbox"/> A9. Clarify and defend positions	<input type="checkbox"/> 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.  <input type="checkbox"/> 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> <input type="checkbox"/> 1.6 Develop presentations by using clear research questions and creative and critical			

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					with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.	<input type="checkbox"/> research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). <input type="checkbox"/> 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). <input type="checkbox"/> 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance		

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					<input type="checkbox"/> <p>subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p> <p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research,</p>			

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					<input type="checkbox"/> organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. d. Describe with concrete sensory details the sights, sounds, and smells			

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						of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <input type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate a comprehensive		

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						understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and		

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					<input type="checkbox"/> complexities within the text. 2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in			

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					<input type="checkbox"/> describing individual incidents and relate those incidents to more general and abstract ideas. 2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the			

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					<input type="checkbox"/> similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography. <input type="checkbox"/> 2.5 Write job applications and resumés: a. Provide clear and purposeful information and address the			

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					<input type="checkbox"/> intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.  <input type="checkbox"/> 2.6 Deliver multimedia presentations:			

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					a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.			

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						<p><b><u>Written And Oral English Language Conventions</u></b></p> <p>The standards for written and oral language conventions have been placed between those for writing and for listening and 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</p>		

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					<input type="checkbox"/> standard English conventions. <input type="checkbox"/> 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <input type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.			

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