

**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	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

<b>Grades K-2 ELD Writing Strategies and Applications</b>						<b>ELA Standards</b>	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Strategies and Applications</b> B1. Copy the English alphabet legibly.  <input type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).  <input checked="" type="checkbox"/> <b>B3. Write a few words or phrases about an event or character from a story read by the teacher.</b>  <input type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a	<input checked="" type="checkbox"/> <b>Strategies and Applications</b> <b>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</b>  <input type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday").  <input type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input type="checkbox"/> <b>Strategies and Applications</b> I1. Write short narrative stories that include the elements of setting and characters.  <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.  <input checked="" type="checkbox"/> <b>I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</b>  <input type="checkbox"/> I4. Write simple	<input type="checkbox"/> <b>Strategies and Applications</b> EA1. Write short narratives that include elements of setting, characters, and events.  <input checked="" type="checkbox"/> <b>EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.</b>  <input type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input type="checkbox"/> <b>Strategies and Applications</b> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).  <input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events.  <input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms.	<input checked="" type="checkbox"/> <b>Writing 1.0 Writing Strategies</b> <b>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</b> <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Group related ideas and maintain a consistent focus. <i>Penmanship</i>	<u><b>B3-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>EI1-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>I3-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>EA2-ELD &amp; ELA Standard 1.0</b></u>  TG pp. T2-T3, 25  <u><b>A4-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.

\*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"/> group story.  <b>English-Language Conventions</b> B5. Use capitalization when writing one's own name.	<input type="checkbox"/> <b>English-Language Conventions</b> EI4. Use capitalization to begin sentences and for proper nouns.  <input type="checkbox"/> EI5. Use a period or question mark at the end of a sentence.  <input type="checkbox"/> EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	<input type="checkbox"/> sentences appropriate for language arts and other content areas (e.g., math, science, social studies).  <input type="checkbox"/> 15. Write a friendly letter of a few lines.  <b>English-Language Conventions</b> <input type="checkbox"/> 16. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.  <input type="checkbox"/> 17. Use standard word order but may have some inconsistent grammatical forms	<input type="checkbox"/> EA4. Write a formal letter.  <input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).  <b>English-Language Conventions</b> <input type="checkbox"/> EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.  <input type="checkbox"/> EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb	<input checked="" type="checkbox"/> <b>A4. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.</b>  <input type="checkbox"/> <b>English-Language Conventions</b> <input type="checkbox"/> A5. Use complete sentences and correct word order.  <input type="checkbox"/> A6. Use correct parts of speech, including correct subject/verb agreement.  <input type="checkbox"/> A7. Edit writing for punctuation, capitalization, and spelling.	<input type="checkbox"/> 1.2 Create readable documents with legible handwriting. <i>Research</i> <input type="checkbox"/> 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.4 Revise original drafts to improve sequence and provide more descriptive detail.  <input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b> Students write compositions that describe and explain familiar objects, events, and experiences. Student			

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		(e.g., subject/verb without inflections).	<input type="checkbox"/> agreement). <input type="checkbox"/> EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).  <b>English-Language Arts Content Standards</b> <b>Grade One:</b> <b>Spelling</b> <input type="checkbox"/> EA9. Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. <b>Grade Two</b> <input type="checkbox"/> EA10. Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).	<input type="checkbox"/> A8. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade two outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write brief narratives based on their experience: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. <input type="checkbox"/> 2.2 Write a friendly letter complete with the date, salutation, body, closing, and			

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					<p>signature.</p> <p><b><u>Writing and Oral English Language Conventions</u></b> 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.</p> <p><input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a</p>			

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					<input type="checkbox"/> command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Distinguish between complete and incomplete sentences. <input type="checkbox"/> 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.  <i>Punctuation</i> <input type="checkbox"/> 1.4 Use commas in the greeting and closure of a letter and with dates and			

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					<input type="checkbox"/> items in a series. 1.5 Use quotation marks correctly. <i>Capitalization</i>			
					<input type="checkbox"/> 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. <i>Spelling</i>			
					<input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly e.g., <i>was, were, says, said, who, what, why</i> .			
					<input type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.			

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