

**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

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 It! Teacher's Guide and Blackline Masters	07362-24688

Publisher: Hampton-Brown		Program Title: Picture It! Big Book of Graphic Organizers (Pack 7.0 – ISBN 07362-27113)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	Grade 4	Primary Citation	Supporting Citation
<input type="checkbox"/> Strategies and Applications B1. Write the English alphabet legibly. <input type="checkbox"/> B2. Label key parts of common objects. <input type="checkbox"/> B3. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B4. Use models to write short narratives. <input type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard	<input type="checkbox"/> Strategies and Applications E11. Write short narrative stories that include elements of setting and characters. <input type="checkbox"/> E12. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. <input checked="" type="checkbox"/> E13. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. <input type="checkbox"/> E14. Write an	<input type="checkbox"/> Strategies and Applications I1. Narrate with some detail a sequence of events. <input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). <input type="checkbox"/> I4. Independently	<input type="checkbox"/> Strategies and Applications EA1. Write a detailed summary of a story. <input checked="" type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns. <input type="checkbox"/> EA3. Independently write simple responses to literature. <input type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math,	<input type="checkbox"/> Strategies and Applications 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 a persuasive composition by using standard grammatical forms. <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events.	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, 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). <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Select a focus, an organizational structure, and a point	<u>B4-ELD & ELA Standard 1.0</u> TG pp. T2-T3, 25 <u>EI3-ELD & ELA Standard 1.0</u> TG pp. T2-T3, 25 <u>I2-ELD & ELA Standard 1.0</u> TG pp. T2-T3, 25 <u>EA2-ELD & ELA Standard 1.0</u> TG pp. T2-T3, 25 <u>A5-ELD & ELA Standard 1.0</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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<input type="checkbox"/> grammatical forms. English-Language Conventions <input type="checkbox"/> B6. Use capitalization when writing one's own name and at the beginning of sentences. <input type="checkbox"/> B7. Use a period at the end of a sentence and a question mark at the end of a question.	<input type="checkbox"/> increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> EI15. Follow a model to write a friendly letter. <input type="checkbox"/> EI16. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> English-Language Conventions <input type="checkbox"/> EI17. Use capitalization to	<input type="checkbox"/> create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.) <input type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> I6. Write a letter independently by using detailed sentences. English-Language	<input type="checkbox"/> science, social studies). <input type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence. <input type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms. <input type="checkbox"/> English-Language Conventions <input type="checkbox"/> EA7. Produce independent writing with consistent use of correct capitalization,	<input type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. <input checked="" type="checkbox"/> A5. Independently use all the steps of the writing process. <input type="checkbox"/> English-Language Conventions <input type="checkbox"/> A6. Use complete sentences and correct word order. <input type="checkbox"/> A7. Use correct parts of speech, including correct subject/verb agreement. <input type="checkbox"/> A8. Edit writing for punctuation,	<input type="checkbox"/> of view based upon purpose, audience, length, and format requirements. <input type="checkbox"/> 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
	<input type="checkbox"/> begin sentences and for proper nouns. <input type="checkbox"/> EI8. Use a period at the end of a sentence and use some commas appropriately. <input type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<input type="checkbox"/> Conventions 17. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. <input type="checkbox"/> 18. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input type="checkbox"/> punctuation, and spelling. <input type="checkbox"/> EA8. Use standard word order but may have more consistent grammatical forms, including inflections. <input type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling). English-Language Arts Content Standards Grade Three: Spelling <input type="checkbox"/> EA10. Spell correctly one-	<input type="checkbox"/> capitalization, and spelling. <input type="checkbox"/> A9. Produce writing that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). <i>Penmanship</i> <input type="checkbox"/> 1.4 Write fluidly and legibly in cursive or joined italic. <i>Research and Technology</i> <input type="checkbox"/> 1.5 Quote or paraphrase information sources, citing them appropriately. <input type="checkbox"/> 1.6 Locate information in reference texts by using organizational			

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						<input type="checkbox"/> 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"/> EA11. Arrange words in alphabetic order. Grade Four <input type="checkbox"/> EA12. Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.				<input type="checkbox"/> features (e.g., prefaces, appendixes). <input type="checkbox"/> 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing. <input type="checkbox"/> 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. <input type="checkbox"/> 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).			

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										<input type="checkbox"/> <i>Evaluation and Revision</i> 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in			

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										<input type="checkbox"/> Writing Standard 1.0. Using the writing strategies of grade four outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. <input type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate an understanding of the			

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										<input type="checkbox"/> literary work. b. Support judgments through references to both the text and prior knowledge. <input type="checkbox"/> 2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). <input type="checkbox"/> 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.			

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										<p><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.</p> <p><input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions</p>			

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										<input type="checkbox"/> appropriate to this grade level. <i>Sentence Structure</i> 1.1 Use simple and compound sentences in writing and speaking. <input type="checkbox"/> 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Use parentheses, commas in direct			

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										<input type="checkbox"/> quotations, and apostrophes in the possessive case of nouns and in contractions. <input type="checkbox"/> 1.5 Use underlining, quotation marks, or italics to identify titles of documents. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize names of magazines, newspapers, works of art, musical composition, organizations, and the first word in quotations when appropriate. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.			

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