

**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 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
<input type="checkbox"/> Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by	<input type="checkbox"/> Word Analysis EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación, university, universidad</i>) in phrases, simple sentences, literature, and content area texts.	<input type="checkbox"/> Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Use a standard dictionary to	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Use knowledge of English	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have	<input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.1 Identify idioms,	<u>B11-ELD & ELA Standard 2.0</u> TG pp. T2-T3, 25 <u>EI12-ELD & ELA Standard 2.0</u> TG pp. T2-T3, 25 <u>I10-ELD & ELA Standard 2.0</u> TG pp. T2-T3, 25 <u>EA9-ELD & ELA Standard 2.0</u> TG pp. T2-T3, 25 <u>A7-ELD & ELA Standard 2.0</u> TG pp. T2-T3, 25	Through the graphic organizers in the BB the teacher is able to teach, model, and provide practice analyzing text structures.	

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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"/> using one to two words or simple-sentence responses. <input type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student. <input type="checkbox"/> B6. Retell stories by using phrases and sentences. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short	Fluency and Systematic Vocabulary Development <input type="checkbox"/> EI4. Use knowledge of literature and content areas to understand unknown words. <input type="checkbox"/> EI5. Read simple paragraphs and passages independently. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<input type="checkbox"/> determine meanings of unknown words. <input type="checkbox"/> 14. Use knowledge of English morphemes, phonics, and syntax to decode text. <input type="checkbox"/> 15. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas. <input type="checkbox"/> 16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors	<input type="checkbox"/> morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. <input type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). <input type="checkbox"/> EA6. Use decoding	<input type="checkbox"/> multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. <input type="checkbox"/> A6. Use a standard dictionary to	<input type="checkbox"/> analogies, metaphors, and similes in prose and poetry. <input type="checkbox"/> 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. <input type="checkbox"/> 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate			

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<p>phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Reading Comprehension</p> <p><input type="checkbox"/> B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.</p> <p><input type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities.</p>	<p><input type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.</p> <p><input type="checkbox"/> EI8. Use a standard dictionary to find the meaning of known vocabulary.</p> <p>Reading Comprehension</p> <p><input type="checkbox"/> EI9. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.</p>	<p>when speaking or reading aloud.</p> <p><input type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently.</p> <p><input type="checkbox"/> I8. Recognize that some words have multiple meanings.</p> <p>Reading Comprehension</p> <p><input type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.</p> <p><input checked="" type="checkbox"/> I10. Read text and</p>	<p>skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><input type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.</p> <p><input type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</p> <p>Reading Comprehension</p>	<p>determine the meaning of unknown words.</p> <p>Reading Comprehension</p> <p><input checked="" type="checkbox"/> A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.</p> <p><input type="checkbox"/> A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers,</p>	<p>material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words</p>			

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<input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input checked="" type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts. <input type="checkbox"/> B12. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B13. Use pictures, lists, charts, and tables found in informational materials,	<input type="checkbox"/> EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI11. Identify and orally explain categories of familiar informational materials by using simple sentences. <input checked="" type="checkbox"/> EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple	<input type="checkbox"/> use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. <input type="checkbox"/> I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.	<input checked="" type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g.,	<input type="checkbox"/> magazines, signs, textbooks). <input type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). Literary Response and Analysis <input type="checkbox"/> A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.	<input type="checkbox"/> annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Understand and analyze the differences in structure and			

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<input type="checkbox"/> newspapers, and magazines to identify the factual components of compare-and-contrast patterns. <input type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts. Literary Response and Analysis <input type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts. <input type="checkbox"/> B16. Identify orally different characters and settings in	<input type="checkbox"/> sentences. EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences. <input type="checkbox"/> EI14. Orally identify the factual components of simple informational materials by using key words or phrases. Literary Response and Analysis <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about	<input type="checkbox"/> I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books). Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and use detailed sentences to	warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks). Literary Response and Analysis <input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony. <input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences. <input type="checkbox"/> EA14. Describe the author's point of	<input type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism). <input type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics. <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). <input type="checkbox"/> A14. Compare and contrast the	<input type="checkbox"/> purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). <input type="checkbox"/> 2.2 Locate information by using a variety of consumer, workplace, and public documents. <input type="checkbox"/> 2.3 Analyze text that uses the cause-and-effect organizational pattern. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.4 Identify and trace the development of an author's argument,			

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<input type="checkbox"/> simple literary texts by using words or phrases. <input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and phrases. <input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <input type="checkbox"/> B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction,	<input type="checkbox"/> brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Read a selection and orally identify the speaker or narrator. <input type="checkbox"/> EI18. Identify the difference in points of view between first person and third person by using simple sentences. <input type="checkbox"/> EI19. Distinguish orally the	<input type="checkbox"/> respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay). <input type="checkbox"/> I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/> view in literary text by using detailed sentences. <input type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences. <input type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences. <input type="checkbox"/> EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.	<input type="checkbox"/> motivation and reactions of characters across a variety of literary texts. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input type="checkbox"/> point of view, or perspective in text. <input type="checkbox"/> 2.5 Understand and explain the use of a simple mechanical device by following technical directions. <i>Expository Critique</i> <input type="checkbox"/> 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. <input type="checkbox"/> 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant			

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<input type="checkbox"/> and poetry. <input type="checkbox"/> B20. Recite simple poems.	characteristics of different forms of fiction and poetry by using simple sentences. <input type="checkbox"/> EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.		<input type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.		<input type="checkbox"/> works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Articulate the expressed purposes and characteristics of different forms of			

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					<input type="checkbox"/> prose (e.g., short story, novel, novella, essay). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). <input type="checkbox"/> 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.			

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						<input type="checkbox"/> 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). <input type="checkbox"/> 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary		

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					elements in the work shaped those responses.			

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