

**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 9-10 ELD Writing: Strategies and Applications Standards</b>					<b>ELA Standards</b>		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	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 Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.</b> <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Establish a controlling	<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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<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"/> B6. Complete a job application form by providing basic information, such as one's name, age, address, and education.	<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	<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.	<input type="checkbox"/> 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.	<input type="checkbox"/> impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. <input type="checkbox"/> 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. <i>Research and Technology</i> <input type="checkbox"/> 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present			

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	<input type="checkbox"/> library books, research materials) and take notes on a given topic.  <input type="checkbox"/> EI7. 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"/> EI8. Complete simple informational documents related to career development (e.g., bank forms and job applications).	<input checked="" type="checkbox"/> biographies and 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	<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"/> evidence from primary and secondary sources. 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).  <input type="checkbox"/> 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals,			

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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"/> technical documents). <input type="checkbox"/> 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. <input type="checkbox"/> 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i> ). <input type="checkbox"/> 1.8 Design and publish documents by using advanced publishing software and graphic programs.		

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					<input type="checkbox"/> <i>Evaluation and Revision</i> 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.			
					<input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  Students combine the rhetorical strategies of narration, exposition, persuasion, and			

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					<input type="checkbox"/> description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students: 2.1 Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the			

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					significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells 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 changes in time and mood. e. Make effective use			

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					<input type="checkbox"/> of descriptions of appearance, images, shifting perspectives, and sensory details. 2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived			

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					<input type="checkbox"/> ambiguities, nuances, and complexities within the text. <input type="checkbox"/> 2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts,			

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					<input type="checkbox"/> and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately. <input type="checkbox"/> 2.4 Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to			

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						support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counter-claims, biases, and expectations. <input type="checkbox"/> 2.5 Write business letters: a. Provide clear and purposeful		

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					<input type="checkbox"/> information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.  <input type="checkbox"/> 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict			

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					resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.  <u>Written And Oral English Language Conventions</u>			

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					<p>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></p> <p>Students write and speak with a command of standard English conventions. <i>Grammar and Mechanics of Writing</i></p> <p><input type="checkbox"/> 1.1 Identify and correctly use clauses</p>			

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					<input type="checkbox"/> (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). <input type="checkbox"/> 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). <input type="checkbox"/> 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction,			

\*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>.

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)**

Grades 9-10 ELD Writing: Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
					<input type="checkbox"/> and syntax. <i>Manuscript Form</i> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  <input type="checkbox"/> 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.			

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