

**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:

Just the Right Word! Big Book of Basic Vocabulary (Pack 8.0 – ISBN 07362-27121)

Grade Level(s):

1-5

Program Description:

Familiar contexts and a highly visual presentation promote easy access to and clear understanding of everyday and academic vocabulary.

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

TG = Just the Right Word! Teacher’s Guide

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>
Just the Right Word! Teacher's Guide	07362-24734

Publisher: Hampton-Brown		Program Title: Just the Right Word! Big Book of Basic Vocabulary (Pack 8.0 – ISBN 07362-27121)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)		Early Advanced (EA)
X	Early Intermediate (EI)		Advanced (A)
	Intermediate (I)		

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input type="checkbox"/> B2. Answer simple questions with one- to -two-word responses. <input type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing	<input type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> EI4. Orally communicate	<input type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input type="checkbox"/> I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses. <input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular,	<input type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	<input type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the	<input checked="" type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. <input type="checkbox"/> 1.1 Determine the purpose or purposes or listening (e.g., to obtain information, to solve problems, for	<u>B4-ELD & ELA Standard 1.0</u> Teacher's Guide (TG) <i>Words About You</i> , pp. 4-6 <u>EI4-ELD & ELA Standard 1.0</u> Teacher's Guide (TG) <i>Words About You</i> , pp. 4-6	Vocabulary Development supported through sections on <i>Words About Your School</i> and <i>Words About Your World</i>	

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

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<input checked="" type="checkbox"/> pictures). <input checked="" type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., “Thank you”, “You’re welcome”).	<input type="checkbox"/> basic needs (e.g., “May I get a drink?”). <input type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> male and female pronouns). <input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g.,	<input type="checkbox"/> communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> enjoyment). <input type="checkbox"/> 1.2 Ask for clarification and explanation of stories and ideas. <input type="checkbox"/> 1.3 Paraphrase information that has been shared orally by others. <input type="checkbox"/> 1.4 Give and follow three- and four-step oral directions. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Organize presentations to maintain a clear focus. <input type="checkbox"/> 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). <input type="checkbox"/> 1.7 Recount			

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										<input type="checkbox"/> experiences in a logical sequence. <input type="checkbox"/> 1.8 Retell stories, including characters, setting, and plot. <input type="checkbox"/> 1.9 Report on a topic with supportive facts and details. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the			

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					<input type="checkbox"/> organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). <input type="checkbox"/> 2.2 Report on a topic with facts and details, drawing from several sources of information.			

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										<p>Written and Oral English Language Conventions 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 appropriate to this grade level.</p>			

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					<input type="checkbox"/> <i>Sentence Structure</i> 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 items in a series. <input type="checkbox"/> 1.5 Use quotation marks correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize all proper nouns, words			

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											<p>at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p><i>Spelling</i></p> <p><input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p> <p><input type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.</p>		

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