

**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)

ELD Listening and Speaking Standards Grades 3-5					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	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-words responses. <input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. <input checked="" type="checkbox"/> B4. Independently use common	<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 using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are	<input type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). <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;	<input type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting	<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 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral	<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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<p>social greetings and simple repetitive phrases (e.g., “May I go and play?”).</p>	<p>read aloud by using phrases or simple sentences.</p> <p><input checked="" type="checkbox"/> EI5. Orally communicate basic needs (e.g., “May I get a drink of water?”).</p> <p><input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.</p>	<p>however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p><input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p><input type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.</p>	<p>modulation but may make random errors.</p> <p><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.</p> <p><input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p><input type="checkbox"/> EA6. Ask and answer instructional</p>	<p>information, and paraphrasing the communication of others.</p> <p><input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.</p> <p><input type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.</p> <p><input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English</p>	<p><input type="checkbox"/> settings. 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.</p> <p><input type="checkbox"/> 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.</p> <p><input type="checkbox"/> 1.4 Give precise directions and instructions. <i>Organization and Delivery of Oral Communication</i></p> <p><input type="checkbox"/> 1.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.</p> <p><input type="checkbox"/> 1.6 Use traditional</p>			

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			<input type="checkbox"/> questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”). <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences.	grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question). <input type="checkbox"/> 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. <input type="checkbox"/> 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information. <input type="checkbox"/> 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.			

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					<input type="checkbox"/> <i>Analysis and Evaluation of Oral Media</i> <i>Communication</i> 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.			
					<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			

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					<input type="checkbox"/> standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students: 2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight			

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					<input type="checkbox"/> into why the selected event or experience is memorable. 2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). <input type="checkbox"/> 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. <input type="checkbox"/> 2.4 Recite brief poems (i.e., two or			

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					three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. 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			

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					<input type="checkbox"/> sets of skills. <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. <i>Sentence Structure</i> <input type="checkbox"/> 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			

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					<input type="checkbox"/> 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 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 compositions, organizations, and			

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							<input type="checkbox"/> the first word in quotations when appropriate. <i>Spelling</i> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.		

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