

Publisher: Houghton Mifflin Company		Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 1	
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)
X	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 1	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 checked="" type="checkbox"/> B2. Answer simple questions with one- to -two-word responses. <input checked="" 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 pictures).	<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 type="checkbox"/> EI4. Orally communicate basic	<input type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input checked="" 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 type="checkbox"/> Listening and Speaking <input type="checkbox"/> 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. Comprehension <input type="checkbox"/> 1.1 Listen Attentively. <input type="checkbox"/> 1.2 Ask questions for clarification and understanding. <input checked="" type="checkbox"/> 1.3 Give, restate,	B2-ELD Teacher's Guide (TG), Our Party, pp. 2, 5; What Do I Wear, pp. 2, 4; Totem Poles of North America, pp. 2, 3; Faces on Mount Rushmore, pp. 2, 3 B3-ELD TG: Our Party, p. 3; What Do I Wear, p. 3; At the Airport, pp. 4, 5, 6; Totem Poles of North America, pp. 2, 3, 4, 5; Faces on Mount Rushmore, p. 4 I2-ELD TG: Allen Say, pp. 2, 3; ¡Viva México!, pp. 2, 3, 5;	1.3-ELA Teacher's Guide (TG), ¡Viva México!, p.3	

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
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<input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" 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	<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,	and follow simple two-step directions <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Stay on the topic when speaking. <input checked="" type="checkbox"/> 1.5 Use descriptive words when speaking about people, places, things, and events. <input checked="" 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	Romana Acosta Bañucios, pp. 2, 3, 5; Life at Plimoth, pp. 2, 3, 5; Blanche Bruce, pp. 2, 3, 5 15-ELD TG: Allen Say, pp. 2, 3, 5; ¡Viva México!, pp. 3, 5; Romana Acosta Bañucios, pp. 2, 3, 5; Life at Plimoth, pp. 2, 3, 5; Blanche Bruce, pp. 2, 3, 5 1.5-ELA TG: What Do I Wear, pp. 2, 3, 4, 5; Book Share Cards 1–5 2.0-ELA TG: Our Party, pp. 2, 3; At the Airport, pp. 3, 5; Faces on		

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			elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	<p>statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Recite poems, rhymes, songs, and stories.</p> <p><input checked="" type="checkbox"/> 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering</p>	<p>Mount Rushmore, pp. 2, 6; ¡Viva México!, pp. 3, 5; Romana Acosta Bañucios, p. 3</p> <p>2.2-ELA TG: Our Party, pp. 2, 6; What Do I Wear, p. 2; Allen Say, p. 3; Book Share Cards 1–5</p>		

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					<input checked="" type="checkbox"/> <i>who, what, when, where, why, and how</i> questions. 2.3 Relate an important life event or personal experience in a simple sequence. <input type="checkbox"/> 2.4 Provide descriptions with careful attention to sensory detail. <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	<u>2.3-ELA</u> TG: Our Party, pp. 2, 6		

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					<input type="checkbox"/> are essential to both 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 checked="" type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input type="checkbox"/> 1.3 Identify and correctly use contractions (e.g.,	1.1-ELA TG: What Do I Wear, p.3; At the Airport, p.3		

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					<i>isn't, aren't, can't, won't</i> and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking. Punctuation <input type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. <input type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. Capitalization <input type="checkbox"/> 1.7 Capitalize the first word of a			

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					<input type="checkbox"/>	sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.		

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