

Publisher: Houghton Mifflin Company		Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 1	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input checked="" type="checkbox"/> <b>Word Analysis</b> B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.  <b>English-Language Arts Content Standards</b>	<input type="checkbox"/> <b>Word Analysis</b> EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated	<input checked="" type="checkbox"/> <b>Word Analysis</b> I1. Pronounce most English phonemes correctly while reading aloud.  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).  <b>Grade One: Phonemic</b>	<input type="checkbox"/> <b>Word Analysis</b> EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b> 1.8 Track (move sequentially from sound to sound) and represent changes in simple	<input type="checkbox"/> <b>Word Analysis</b> A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).  <b>English-Language Arts content Standards Kindergarten</b> 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words	<input type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <b>Concepts About Print</b> <input checked="" type="checkbox"/> 1.1 Match oral words to printed	<b>1.1-ELA</b> Teacher's Guide (TG), Our Party, pp. 2, 5; What Do I Wear, p. 5  <b>B1-ELD</b> TG: Totem Poles of North America, p. 2  <b>I1-ELD</b> TG: Allen Say, p. 6; ¡Viva México!, p. 6; Romana Acosta Bañucios, p. 6; Life at Plimoth, p. 6; Blanche Bruce, p. 6		

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<input type="checkbox"/> <b>Kindergarten</b> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).  <input type="checkbox"/> B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).  <input type="checkbox"/> B4. Demonstrate comprehension of simple vocabulary with an appropriate action.  <input type="checkbox"/> B5. Retell simple stories by using drawings, words,	phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. <b>Grade One:</b> <b>Phonemic Awareness</b> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  <input type="checkbox"/> EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).  <b>English-Language Arts Content Standards</b>	<b>Awareness</b> 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ). 1.6 Create and say a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i> ). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p//a/t/ = <i>splat</i> );	syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word.	change, so do the sounds (i.e., the alphabetic principle). <b>Grade One</b> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. 1.13 Read compound words and	<input type="checkbox"/> words. <input checked="" type="checkbox"/> 1.2 Identify the title and author of a reading selection. <input checked="" type="checkbox"/> 1.3 Identify letters, words, and sentences. <i>Phonemic Awareness</i> <input type="checkbox"/> 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ). <input type="checkbox"/> 1.6 Create and state a series of rhyming words, including consonant blends. <input type="checkbox"/> 1.7 Add, delete, or change target	<b>ELA-1.3</b> TG: At the Airport, p. 2; Totem Poles of North America, p. 2		

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<input type="checkbox"/> or phrases.  <input type="checkbox"/> B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).  <b>Reading Comprehension</b>  <input type="checkbox"/> B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer,	<b>Kindergarten: Phonemic Awareness</b> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. <b>Grade One: Phonemic Awareness</b> <input checked="" type="checkbox"/> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  <b>Fluency and</b>	<input type="checkbox"/> /r/i/ch/ = rich).  <input type="checkbox"/> I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.  <b>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</b> 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).  <input type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet.  <b>English-Language</b>	1.13 Count the number of sounds in syllables and syllables in words. <b>Grade Two</b> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ). 1.3 Decode two-syllable nonsense words and regular multisyllable words.	contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech.  <b>Grade Two</b> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-	<input type="checkbox"/> sounds to change words (e.g., change cow to how; pan to an). <input type="checkbox"/> 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat). <input type="checkbox"/> 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). <b>Decoding and Word Recognition</b> <input type="checkbox"/> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds	<b>E1.4-ELA</b> TG: Totem Poles of North America, p. 2		

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<input type="checkbox"/> drawing pictures). <input type="checkbox"/> B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. <input type="checkbox"/> B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using	<b>Systematic Vocabulary Development</b> <input type="checkbox"/> EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input checked="" type="checkbox"/> EI5. Read aloud an increasing number of English words. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by	<b>Arts Content Standards Kindergarten</b> 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. <b>Grade One</b> 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and	<input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <input type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <input type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. <b>English-Language Arts</b>	<input type="checkbox"/> <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> . <input type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> A2. Explain common antonyms and synonyms.	<input type="checkbox"/> into recognizable words. <input type="checkbox"/> 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ). <input type="checkbox"/> 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words. <input type="checkbox"/> 1.13 Read compound words and contractions. <input type="checkbox"/> 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i> ). <input type="checkbox"/> 1.15 Read common word families (e.g., -ite, -ate). <input type="checkbox"/> 1.16 Read aloud	<b>E14-ELD and E15-ELD</b> TG: Welcome to Our School, pp. 2, 4, 6; Woody Guthrie, pp. 2, 4, 6; Going Shopping, pp. 2, 4, 6; Nellie Bly, pp. 2, 4, 6; Independence Hall, pp. 2, 4, 6		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Grade 2		
<p>key words or pictures, the basic sequence of events in stories read aloud.</p> <p><b>Literary Response and Analysis</b></p> <p><input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p><input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.</p>	<p>recognizing and correcting some errors when speaking or reading aloud.</p> <p><b>Reading Comprehension</b></p> <p><input type="checkbox"/> EI7. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p> <p><input checked="" type="checkbox"/> EI8. Draw and label pictures related to a story topic or one's own experience.</p> <p>EI9. Understand and follow simple two-step directions for classroom activities.</p>	<p>sentences.</p> <p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><input checked="" type="checkbox"/> I5. Use decoding skills to read more complex words independently.</p> <p><b>English-Language Arts Content Standards Grade One</b></p>	<p><b>Content Standards Kindergarten: Decoding and Word Recognition</b></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><b>Grade One: Decoding and Word Recognition</b></p> <p>1.10 Generate the</p>	<p><b>English-Language Arts Content Standards Grade Two</b></p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p><input type="checkbox"/> A3. Recognize words that have multiple meanings in texts.</p> <p><b>English-Language Arts Content Standards Grade Two</b></p> <p>1.10 Identify simple multiple-meaning words.</p> <p><input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent</p>	<p>with fluency in a manner that sounds like natural speech.</p> <p><input checked="" type="checkbox"/> <i>Vocabulary and Concept Development</i></p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p><input type="checkbox"/> <b>2.0 Reading Comprehension</b></p> <p>Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to</p>	<p><b>1.17-ELA</b></p> <p>TG: At the Airport, pp. 2, 6; Welcome to Our School, pp. 2, 5; Going Shopping, pp. 2, 5</p> <p><b>EI8-ELD</b></p> <p>TG: Welcome to Our School, p. 3; Going Shopping, p. 4; Nellie Bly, p. 3; Independence Hall, p. 3</p> <p><b>I5-ELD</b></p> <p>TG: Allen Say, p. 4; ¡Viva México!, p. 4; Romana Acosta Bañucios, p. 4; Life at Plimoth, p. 4; Blanche Bruce, p. 4</p>		

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	<input type="checkbox"/> EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.  <input checked="" type="checkbox"/> EI11. Draw logical inferences from a story read aloud.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EI12. Respond orally to factual comprehension questions about stories by answering in simple sentences.  <input checked="" type="checkbox"/> EI13. Recite simple poems.  <input checked="" type="checkbox"/> EI14. Identify orally the setting and characters by using	<input type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).  <input type="checkbox"/> 1.6. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).  <b>English-Language Arts Content Standards Kindergarten</b> 1.18 Describe common objects and	sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.  1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sounds associations to read words. 1.13 Read compound words	reading.  <b>English-Language Arts Content Standards Grade Two</b> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.  <input type="checkbox"/> A5. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.  <b>English-Language Arts Content Standards Kindergarten</b> 1.14 Match all consonant and short-vowel sounds to appropriate letters.	essential questions, making predictions, comparing information from several sources). 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 to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate	<b>E11-ELD</b> TG: Welcome to Our School, pp. 2, 5; Woody Guthrie, p. 2; Going Shopping, p. 2; Nellie Bly, p. 2; Independence Hall, p. 2  <b>E13-ELD and E14-ELD</b> TG: Welcome to Our School, p. 3		

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	simple sentences and vocabulary.	<input type="checkbox"/> events in both general and specific language.  <input type="checkbox"/> 17. Apply knowledge of content-related vocabulary to discussions and reading.  <input type="checkbox"/> 18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i> ).  <b>Reading Comprehension</b>  <input type="checkbox"/> 19. Read stories and respond orally in simple sentences to factual comprehension questions about the	and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ). 1.15 Read common word families (e.g., <i>-ite -ate</i> ). 1.16 Read aloud with fluency in a manner that sounds like natural speech.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad</i> ;	1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One</b> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	<input checked="" type="checkbox"/> narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal. <i>Structural Features of Informational Materials</i> <input checked="" type="checkbox"/> 2.1 Identify text that uses sequence or other logical order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 2.2 Respond to <i>who, what, when, where, and how</i> questions. <input type="checkbox"/> 2.3 Follow one-step	<b>2.1-ELA</b> TG: Our Party, pp. 2, 6; Woody Guthrie, pp. 2, 5; Nellie Bly, pp. 2, 5; Independence Hall, pp. 2, 5; Allen Say, pp. 2, 5; Romana Acosta Bafucios, pp. 2, 5; Life at Plimoth, pp. 2, 5; Blanche Bruce, pp. 2, 5  <b>2.2-ELA</b> TG: Book Share Cards 1–5		

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		<input type="checkbox"/> stories. <input type="checkbox"/> I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences. <input type="checkbox"/> I12. Write captions or phrases for drawings related to a story. <input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related	<input type="checkbox"/> <i>blend, mix</i> in stories or games. <input type="checkbox"/> EA4. Use simple prefixes and suffixes when they are attached to known vocabulary. <b>English-Language Arts Content Standards Grade Two</b> 1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <input type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary to begin	1.12 Use knowledge of vowel diagraphs and <i>r</i> -controlled letter-sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ). 1.15 Read common word families (e.g., <i>-ite, -ate</i> ). 1.16 Read aloud with fluency in a manner that sounds like natural speech. <b>Grade Two</b> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special	<input type="checkbox"/> written instructions. <input checked="" type="checkbox"/> 2.4 Use context to resolve ambiguities about word and sentence meanings. <input checked="" type="checkbox"/> 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). <input checked="" type="checkbox"/> 2.6 Relate prior knowledge to textual information. <input checked="" type="checkbox"/> 2.7 Retell the central ideas of simple expository or narrative passages. <input checked="" type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to a wide variety of significant	<b>2.5-ELA</b> TG: Our Party, pp. 2, 6 <b>2.6-ELA</b> TG: Our Party, p. 2; What Do I Wear, p. 2; At the Airport, p. 2; Totem Poles of North America, p. 2; Faces on Mount Rushmore, p. 2; Welcome to Our School, p. 2; Woody Guthrie, p. 2; Going Shopping, p. 2; Nellie Bly, p. 2; Independence Hall, p. 2; Allen Say, p. 2; ¡Viva México!, p. 2; Romana Acosta Bañucos, p. 2;		

\*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: Houghton Mifflin Company		Program Title: Houghton Mifflin Social Studies Levelled Readers, Level 1	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
		activities.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.  <input type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.	independent reading.  <b>Reading Comprehension</b>  <input type="checkbox"/> EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.  <input type="checkbox"/> EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.  <input type="checkbox"/> EA8. Write a brief summary (three or	vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).  <b>Reading</b>	<input type="checkbox"/> works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). 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>Narrative Analysis of Grade-level-Appropriate Text</i> <input type="checkbox"/> 3.1 Identify and describe the elements of plot,	Life at Plimoth, p. 2; Blanche Bruce, p. 2  <b>2.7-ELA</b> TG: Faces on Mount Rushmore, pp. 2, 6  <b>3.0-ELA</b> TG: Project Cards, 1–5; Book Share Cards, 1–5	

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Publisher: Houghton Mifflin Company		Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 1	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
			<input type="checkbox"/> four complete sentences) of a story.  <input type="checkbox"/> EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EA11. Read short poems and orally	<input type="checkbox"/> <b>Comprehension</b> A6. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.  <input type="checkbox"/> A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.  <b>Literary Response and Analysis</b> <input type="checkbox"/> A8. Read a variety of children's literature	<input checked="" type="checkbox"/> setting, and character(s) in a story, as well as the story's beginning, middle, and ending. 3.2 Describe the roles of authors and illustrators and their contributions to print materials.  <input type="checkbox"/> 3.3 Recollect, talk, and write about books read during the school year.	<b>3.2-ELA</b> TG: Allen Say, pp. 2-6		

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Publisher: Houghton Mifflin Company		Program Title: Houghton Mifflin Social Studies Levelled Readers, Level 1	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards				
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
				<input type="checkbox"/> identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> EA12. Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.	and respond to it both orally and in writing. <input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.				

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