

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 Writing Strategies and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation	
<input type="checkbox"/> B1. Copy the English alphabet legibly. <input checked="" type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). <input checked="" type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.	<input checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <input type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday"). <input checked="" type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park"). English Language	<input type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters. <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. <input checked="" type="checkbox"/> I4. Write simple sentences appropriate for language arts and	<input type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events. <input type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus. <input type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> EA4. Write a formal letter.	<input type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events. <input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms. <input type="checkbox"/> A4. Proceed through the writing	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Select a focus when writing. <input type="checkbox"/> 1.2 Use descriptive words when writing. <i>Penmanship</i>	B2-ELD Teacher's Guide (TG), Our Party, p. 3 B3-ELD TG: Faces on Mount Rushmore, pp. 3, 5 B4-ELD TG: What Do I Wear, p. 3; At the Airport, p. 3 EI1-ELD TG: Going Shopping, p. 3; Nellie Bly, p. 5 EI3-ELD TG: Welcome to Our School, p. 3; Woody Guthrie, pp. 3, 5; Nellie Bly, p. 3; Independence		

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<p><u>English Language Conventions</u></p> <p>B5. Use capitalization when writing one's own name.</p>	<p><u>Conventions</u></p> <p><input type="checkbox"/> EI4. Use capitalization to begin sentences and for proper nouns.</p> <p><input type="checkbox"/> EI5. Use a period or question mark at the end of a sentence.</p> <p><input type="checkbox"/> EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.</p>	<p>other content areas (e.g., math, science, social studies).</p> <p><input type="checkbox"/> 15. Write a friendly letter of a few lines.</p> <p><u>English Language Conventions</u></p> <p><input type="checkbox"/> 16. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p><input type="checkbox"/> 17. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb</p>	<p><input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).</p> <p><u>English Language Conventions</u></p> <p><input type="checkbox"/> EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</p> <p><input type="checkbox"/> EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).</p>	<p>process to write clear and coherent sentences and paragraphs that maintain a consistent focus.</p> <p><u>English Language Conventions</u></p> <p><input type="checkbox"/> A5. Use complete sentences and correct word order.</p> <p><input type="checkbox"/> A6. Use correct parts of speech, including correct subject/verb agreement.</p> <p><input type="checkbox"/> A7. Edit writing for punctuation, capitalization, and spelling.</p> <p><input type="checkbox"/> A8. Produce writing</p>	<p><input type="checkbox"/> 1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p><input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade one outlined in</p>	<p>Hall, p.3</p> <p><u>4-ELD</u> TG: ¡Viva México!, p. 3; Romana Acosta Bañucios, p. 3; Life at Plimoth, p. 3; RB?</p> <p><u>1.0-ELA</u> Project Cards 1-5</p>		

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		without inflections).	<input type="checkbox"/> EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). English–Language Arts Content Standards <i>Spelling</i> Grade One <input type="checkbox"/> 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly. <input type="checkbox"/> Grade Two 1.7 Spell frequently used, irregular words correctly (e.g., was, were,	that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. <input type="checkbox"/> 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details. <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			

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			says, said, who, what, why).		<input type="checkbox"/> listening and speaking because these conventions 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 type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns.	1.2-ELA Totem Poles of North America, p. 2		

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					<input type="checkbox"/> 1.3 Identify and correctly use contractions (e.g., <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. <i>Punctuation</i>			
					<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. <i>Capitalization</i>			

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					<input type="checkbox"/> 1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> <input checked="" type="checkbox"/> 1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	1.8-ELA TG: Allen Say, p. 4; ¡Viva México!, p. 4; Romana Acosta Bañucios, p. 4; Life at Plimoth, p. 4; Blanche Bruce, p. 4		

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