

Publisher: Houghton Mifflin Company			Program Title: Houghton Mifflin Social Studies Levelled Readers, Level 2		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
	Beginning (B)	X	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		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<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"/> 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"/> I1. Ask and answer instructional questions by using simple sentences.	<input checked="" type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts.	<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 checked="" type="checkbox"/> Listening and Speaking 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. <i>Comprehension</i> 1.1 Determine the purpose or purposes or listening (e.g., to obtain information, to solve problems, for enjoyment).	EI2-ELD Teacher's Guide (TG), Main Street, pp. 2, 3; Follow the Appalachian Trail, pp. 2, 3; Holidays at Our House, pp. 2, 3; A Great Inventor: An Wang, pp. 2, 3; The Telephone, pp. 2, 3; Dolley Madison, pp. 2, 3		
<input type="checkbox"/> B2. Answer simple questions with one- to -two-word responses.	<input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or 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 checked="" type="checkbox"/> EA2. Retell stories in greater detail by including characters, setting and plot.	<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"/> 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"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.	<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"/> 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"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the				

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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"/>	needs (e.g., "May I get a drink?").	<input checked="" type="checkbox"/>	E15. Recite familiar rhymes, songs, and simple stories.	<input checked="" 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"/>	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"/>	A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	<input type="checkbox"/>	1.2 Ask for clarification and explanation of stories and ideas.	What Can We Do?, pp. 2, 3 EA1-ELD TG: Henry Gonzalez, pp. 2, 3; People Who Traveled with Lewis and Clark, pp. 2, 3; Marian Anderson, pp. 2, 3; My First Business, pp. 2, 3; Hiawatha, pp. 2, 3; What is Congress?, pp. 2, 3 1.0-ELA TG: Main Street, pp. 2, 3; Follow the Appalachian Trail, pp. 2, 3; Holidays at Our House, pp. 2, 3; A Great Inventor: An Wang, pp. 2, 3; The Telephone, pp. 2,
		<input type="checkbox"/>	I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing	<input type="checkbox"/>	EA5. Recognize appropriate ways of speaking 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"/>	EA6. Ask and answer instructional questions with more extensive supporting elements (e.g.,	<input type="checkbox"/>	A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/>	1.3 Paraphrase information that has been shared orally by others.	
				<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<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"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1.5 Organize presentations to maintain a clear focus.	
				<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<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"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1.7 Recount experiences in a	
				<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		

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			“Which part of the story was the most important?”).	modulation.	<input checked="" type="checkbox"/> logical sequence. 1.8 Retell stories, including characters, setting, and plot. <input checked="" 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 organizational and	3; Dolley Madison, pp. 2, 3 EA6-ELD TG: Henry Gonzalez, pp. 2, 3; People Who Traveled with Lewis and Clark, pp. 2, 3; Marian Anderson, pp. 2, 3; My First Business, pp. 2, 3; Hiawatha, pp. 2, 3; What is Congress?, pp. 2, 3 I4-ELD TG: Cities Then, Cities Now, p.3 1.9-ELA TG: Main Street, pp. 2, 3; Holidays at Our House, pp. 2, 3; Hiawatha, pp. 3, 5	1.8-ELA and EA2-ELD TG: Marian Anderson, pp. 3, 5; My First Business, pp. 3, 5	

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					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: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 2.1 Recount experiences or present stories: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. Move through a logical sequence of events. <input type="checkbox"/> 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. Written and Oral English Language	2.1a-ELA TG: The Telephone, pp. 2, 3, 5; Building Lady Liberty, pp. 2, 3, 5; What Can We Do?, pp. 2, 3, 5; Henry Gonzalez, pp. 2, 3, 5		

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					<input type="checkbox"/> 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. <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. Sentence Structure 1.1 Distinguish between complete			

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					<input type="checkbox"/> and incomplete sentences. 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 at the beginning of sentences and greetings, months			

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					<input checked="" type="checkbox"/> and days of the week, and titles and initials of people. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>). <input type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.	ELA-1.7 TG: Vocabulary: Main Street, p. 4; Follow the Appalachian Trail, p. 4; Holidays at Our House, p. 4; A Great Inventor: An Wang, p. 4; The Telephone, p. 4; Dolley Madison, p. 4; Cities Then, Cities Now, p. 4; Where Does Energy Come From?, p. 4; Building Lady Liberty, p. 4; What Happens at the Bank, p. 4; Life in Colonial America, p. 4; What Can We Do? , p. 4; Henry Gonzalez, p. 4		

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