

Publisher: Houghton Mifflin Company			Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 3		
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 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
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<input type="checkbox"/> Word Analysis <input type="checkbox"/> B1. Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input checked="" type="checkbox"/> Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). <input type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and Systematic	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words have	<input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words. <input type="checkbox"/> 1.2 Decode regular	E11-ELD Teacher's Guide (TG), John James Audubon, p. 7; Surrender at Yorktown, p. 7; Traveling by Train, p. 7; Marie Maude, p. 7; Assembly Line, p. 7; Veterans Day, p. 7		

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<input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	<input checked="" type="checkbox"/> Vocabulary Development EI3. Apply knowledge of content-related vocabulary to discussions and reading.	<input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas.	<input type="checkbox"/> multiple meanings and apply this knowledge consistently. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/> multisyllabic words. 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. <input checked="" type="checkbox"/> 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>). <input type="checkbox"/> 1.6 Use sentence and word context to find the meaning of unknown words.	EI3-ELD TG: John James Audubon, pp. 2, 3; Surrender at Yorktown, pp. 2, 3; Traveling by Train, pp. 2, 3; Marie Maude, pp. 2, 3; Assembly Line, pp. 2, 3; Veterans Day, pp. 2, 3; Book Share Cards 1–5	1.5-ELA TG: Vocabulary: John James Audubon, p. 4; Surrender at Yorktown, p. 4; Traveling by Train, p. 4; Marie Maude, p. 4; Assembly Line, p. 4; Veterans Day, p. 4; Oceans of Grass, p. 4; America of the Midwest, p. 4; Jane Addams, p. 4; Day with the Mayor, p. 4; Andrew Carnegie, p. 4; Noura Comes to Cleveland, p. 4; Grand Coulee Dam, p. 4; Sor Juana Inés, p. 4; Day in the Life of the Great Plains, p. 4; Daniel Inouye, p. 4; Present for	
<input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.	<input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently.	<input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).	<input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading.		EI4-ELD TG: John James Audubon, p. 6; Surrender at Yorktown, p. 6; Traveling by Train, p. 6; Marie Maude, p. 6; Assembly Line, p. 6; Veterans Day, p. 6		
<input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.	<input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<input checked="" type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.				
<input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and		<input type="checkbox"/> I7. Use content-	<input type="checkbox"/> EA6. Recognize simple analogies	<input type="checkbox"/> A7. Read aloud				

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<input type="checkbox"/> academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.	<input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts. Reading Comprehension <input checked="" type="checkbox"/> EI8. Read and listen to simple stories and demonstrate under-	<input type="checkbox"/> related vocabulary in discussions and reading. <input type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). Reading Comprehension <input type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives with his family in the forest"). <input checked="" type="checkbox"/> I10. Read text and identify features,	(e.g., "fly like a bird") and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. <input checked="" type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly	with appropriate pacing, intonation, and expression narrative and expository texts. Reading Comprehension <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input type="checkbox"/> A10. Use text features, such as format, diagrams,	<input type="checkbox"/> 1.7 Use a dictionary to learn the meaning and other features of unknown words. <input type="checkbox"/> 1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words. <input type="checkbox"/> 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through</i>	I6-ELD TG: Oceans of Grass, p. 6; America of the Midwest, p. 6; Jane Addams, p. 6; Day with the Mayor, p. 6; Andrew Carnegie, p. 6; Noura Comes to Cleveland, p. 6 I8-ELD TG: John James Audubon, p. 2; Surrender at Yorktown, p. 2; Traveling by Train, p. 2; Marie Maude, p. 2; Assembly Line, p. 2; Veterans Day, p. 2 I10-ELD TG: Oceans of	LaNita, p. 4; W. E. B. DuBois, p. 4	

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<input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/> stand by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").	<input type="checkbox"/> such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	<input type="checkbox"/> complex narrative and expository texts. Reading Comprehension EA10. Describe the main ideas and supporting details of a text.	<input type="checkbox"/> charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/> <i>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 narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. <i>Comprehension and</i>	Grass, p. 2; America of the Midwest, p. 2; Jane Addams, p. 2; Day with the Mayor, p. 2; Andrew Carnegie, p. 2; Noura Comes to Cleveland, p. 2 EA9-ELD TG: Grand Coulee Dam, p. 6; Sor Juana Inés, p. 6; Day in the Life of the Great Plains, p. 6; Daniel Inouye, p. 6; Present for LaNita, p. 6; W. E. B. DuBois, p. 6 EL11-ELD TG: Traveling by	
<input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.	<input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	<input type="checkbox"/> EA11. Generate and respond to comprehension questions related to the text.	<input type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.			
<input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities.	<input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.	<input checked="" type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text. Literary Response and Analysis A13. Describe the			
<input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. Literary Response and	<input checked="" type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence		<input type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and	<input checked="" type="checkbox"/>			

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<input type="checkbox"/> Analysis <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses. <input type="checkbox"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of	<input checked="" type="checkbox"/> of events in text that one reads. <input checked="" type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input checked="" type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud. <p style="text-align: center;"><u>Literary Response and Analysis</u></p>	<input checked="" type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <p style="text-align: center;"><u>Literary Response and Analysis</u></p> <input type="checkbox"/> I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I16. Apply knowledge of	<input type="checkbox"/> identify the functions. <input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input checked="" type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	<input type="checkbox"/> major characteristics of poetry, drama, fiction, and nonfiction. <input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. <input type="checkbox"/> A15. Recognize and describe themes stated directly or implied in literary texts. <input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> <i>Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. <input type="checkbox"/> 2.3 Demonstrate comprehension by identifying answers in the text. <input type="checkbox"/> 2.4 Recall major points in the text and make and modify predictions about forthcoming information. <input type="checkbox"/> 2.5 Distinguish the main idea and supporting details in expository text. <input checked="" type="checkbox"/> 2.6 Extract appropriate and significant information from the text, including problems and solutions. <input checked="" type="checkbox"/> 2.7 Follow simple multiple-step written instructions (e.g., how to	Train, p. 3; Marie Maude, p. 3 <p style="text-align: center;"><u>EA12-ELD</u></p> TG: Grand Coulee Dam, p. 2; Sor Juana Inés, p. 2; Day in the Life of the Great Plains, p. 2; Daniel Inouye, p. 2; Present for LaNita, p. 2; W. E. B. DuBois, p. 2 <p style="text-align: center;"><u>2.1-ELA</u></p> TG: Preview: John James Audubon, p. 2; Surrender at Yorktown, p. 2; Traveling by Train, p. 2; Marie Maude, p. 2; Veterans Day, p. 2	<p style="text-align: center;"><u>I13-ELD</u></p> TG: Project Cards 1-5 <p style="text-align: center;"><u>2.7-ELA</u></p> TG: Project Cards 1-5 <p style="text-align: center;"><u>EI13-ELD</u></p> TG: Veterans Day, p. 2, 3, 5 <p style="text-align: center;"><u>I13-ELD</u></p> TG: Preview: John James Audubon, p. 2; Surrender at Yorktown, p. 2; Traveling by Train, p. 2; Marie Maude, p. 2; Assembly Line, p. 2; Veterans Day, p. 2

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fairy tales, folktales, myths, and legends.	<input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Recite simple poems. <input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary work. <input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and	language to derive meaning from literary texts and comprehend them.	<u>Literary Response and Analysis</u> <input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. <input type="checkbox"/> EA19. Read a literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA20. Identify the motives of characters in a work of fiction.		<input checked="" type="checkbox"/> assemble a product or play a board game). 3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and 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>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	Day, p. 2; Oceans of Grass, p. 2; America of the Midwest, p. 2; Jane Addams, p. 2; Day with the Mayor, p. 2; Andrew Carnegie, p. 2; Noura Comes to Cleveland, p. 2; Grand Coulee Dam, p. 2; Sor Juana Inés, p. 2; Day in the Life of the Great Plains, p. 2; Daniel Inouye, p. 2; Present for LaNita, p. 2; W. E. B. DuBois, p. 2 E12-ELD TG: Veterans Day, p. 2, 3, 5	3.0-ELA TG: Book Share Cards, 1–5; Project Cards, 1–5

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	<input type="checkbox"/> short stories by using simple sentences. <input type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.		<input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-person points of view in a literary text.		<i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. <input checked="" type="checkbox"/> 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. <input type="checkbox"/> 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. <input type="checkbox"/> 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. <input type="checkbox"/> 3.6 Identify the speaker or narrator in a selection.	EA15-ELD TG: Grand Coulee Dam, pp. 2, 3, 5; Sor Juana Inés, pp. 2, 3, 5; Daniel Inouye, pp. 2, 3, 5; Present for LaNita, pp. 2, 3, 5 2.6-ELA TG: John James Audubon, pp. 2, 3, 5; Assembly Line, pp. 2, 3, 5 3.3-ELA TG: John James Audubon, p. 3; Jane Addams, p. 2; Noura Comes to Cleveland, pp. 2, 3, 5	

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