

Publisher: Houghton Mifflin Company			Program Title: Houghton Mifflin Social Studies Levelled 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)		
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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

Grades 3-5 ELD Writing Strategies and Applications						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3	Primary Citation	Supporting Citation	
<input type="checkbox"/>	B1. Write the English alphabet legibly.	<input type="checkbox"/>	EI1. Write short narrative stories that include elements of setting and characters.	<input checked="" type="checkbox"/>	I1. Narrate with some detail a sequence of events.	<input type="checkbox"/>	EA1. Write a detailed summary of a story.	<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"/>	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> 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple	E4-ELD Teacher's Guide (TG) John James Audubon, p. 3; Surrender at Yorktown, p. 3; Traveling by Train, p. 3; Marie Maude, p. 3; Assembly Line, p. 3; Veterans Day, p. 3	
<input type="checkbox"/>	B2. Label key parts of common objects.	<input type="checkbox"/>	EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.	<input type="checkbox"/>	I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<input type="checkbox"/>	EA2. Arrange compositions according to simple organizational patterns.	<input type="checkbox"/>	A2. Write a persuasive composition by using standard grammatical forms.				
<input type="checkbox"/>	B3. Create simple sentences or phrases with some assistance.	<input type="checkbox"/>	EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	<input checked="" type="checkbox"/>	I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<input type="checkbox"/>	EA3. Independently write simple responses to literature.	<input type="checkbox"/>	A3. Write narratives that describe the setting, characters, objects, and events.				
<input type="checkbox"/>	B4. Use models to write short narratives.	<input type="checkbox"/>	EI4. Write an increasing number of words and simple sentences appropriate for	<input type="checkbox"/>	I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English	<input type="checkbox"/>	EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input type="checkbox"/>	A4. Write multiple-paragraph narrative and expository				
<input type="checkbox"/>	B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	<input checked="" type="checkbox"/>				<input type="checkbox"/>	EA5. Independently						

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<input type="checkbox"/> <u>Conventions</u> <input type="checkbox"/> B6. Use capitalization when writing one's own name and at the beginning of sentences. <input type="checkbox"/> B7. Use a period at the end of a sentence and a question mark at the end of a question.	language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> EI5. Follow a model to write a friendly letter. <input type="checkbox"/> EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <u>English Language Conventions</u> <input type="checkbox"/> EI7. Use capitalization to begin sentences and for proper nouns.	grammatical forms. (Some rules may not be followed.) <input checked="" type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> I6. Write a letter independently by using detailed sentences. <u>English Language Conventions</u> <input type="checkbox"/> I7. Produce independent writing that may include some inconsistent use of	write a persuasive letter with relevant evidence. <input checked="" type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms. <u>English Language Conventions</u> <input type="checkbox"/> EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. <input type="checkbox"/> EA8. Use standard word order but may	compositions by using standard grammatical forms. <input type="checkbox"/> A5. Independently use all the steps of the writing process. <u>English Language Conventions</u> <input type="checkbox"/> A6. Use complete sentences and correct word order. <input type="checkbox"/> A7. Use correct parts of speech, including correct subject/verb agreement. <input type="checkbox"/> A8. Edit writing for punctuation, capitalization, and spelling. <input type="checkbox"/> A9. Produce writing	supporting facts and details. <input type="checkbox"/> <i>Penmanship</i> 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. <i>Research</i> <input type="checkbox"/> 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	<u>EI5-ELD</u> TG: Marie Maude, p. 3 <u>I5-ELD</u> TG: Oceans of Grass, p. 3; America of the Midwest, p. 3; Jane Addams, p. 3; Day with the Mayor, p. 3; Andrew Carnegie, p. 3; Noura Comes to Cleveland, p. 3 <u>I6-ELD</u> TG: Day with the Mayor, p. 3; Noura Comes to Cleveland, p. 3 <u>EA6-ELD</u> TG: Grand Coulee Dam, p. 3; Sor Juana Inés, p. 3; Day in the Life of		

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	<input type="checkbox"/> EI8. Use a period at the end of a sentence and use some commas appropriately. <input type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<input type="checkbox"/> I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<input type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling). English–Language Arts Content Standards <i>Spelling</i> Grade Three <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic	<input type="checkbox"/> have more consistent grammatical forms, including inflections. <input type="checkbox"/> that demonstrates a command of the conventions of standard English.	<input checked="" 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 three outlined in Writing Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Write narratives: a. Provide a context	the Great Plains, p. 3; Daniel Inouye, p. 3; Present for LaNita, p. 3; W. E. B. DuBois, p. 3 <u>2.0-ELA</u> TG: John James Audubon, p. 3; Surrender at Yorktown, p. 3; Traveling by Train, p. 3; Marie Maude, p. 3; Assembly Line, p. 3; Veterans Day, p. 3; Oceans of Grass, p. 3; America of the Midwest, p. 3; Jane Addams, p. 3; Day with the Mayor, p. 3; Andrew Carnegie, p. 3; Noura Comes to Cleveland, p. 3; Grand Coulee Dam, p. 3; Sor		

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			<p>patterns (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p><input type="checkbox"/> 1.9 Arrange words in alphabetic order.</p> <p><input type="checkbox"/> Grade Four 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>		<p>within which an action takes place.</p> <p>b. Include well-chosen details to develop the plot.</p> <p>c. Provide insight into why the selected incident is memorable.</p> <p><input type="checkbox"/> 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p><input checked="" type="checkbox"/> 2.3 Write personal and formal letters, thank-you notes, and invitations:</p> <p><input checked="" type="checkbox"/> a. Show awareness of the knowledge and interest of the audience and establish a purpose</p>	<p>Juana Inés, p. 3; Day in the Life of the Great Plains, p. 3; Daniel Inouye, p. 3; Present for LaNita, p. 3; W. E. B. DuBois, p. 3</p> <p>2.1-ELA TG: Surrender at Yorktown, p. 3; Traveling by Train, p. 3; Oceans of Grass, p. 3; America of the Midwest, p. 3; Jane Addams, p. 3; Day in the Life of the Great Plains, p. 3</p> <p>2.3-ELA TG: Marie Maude, p. 3; Day with the Mayor, p. 3; Daniel Inouye, p. 3; Present for LaNita, p. 3</p>		

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					<p>and context. b. Include the date, proper salutation, body, closing, and signature.</p> <p>Written and Oral English Language 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.</p> <p><input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a</p>	<p>2.3a-ELA TG: Noura Comes to Cleveland, p. 3; Grand Coulee Dam, p. 3</p>		

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											command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. <input type="checkbox"/> 1.3 Identify and use past, present, and		

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										<input type="checkbox"/> future verb tenses properly in writing and speaking. <input type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i> <input type="checkbox"/> 1.5 Punctuate dates, city and state, and titles of books correctly. <input type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends,			

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										contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>--ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). <input type="checkbox"/> 1.9 Arrange words in alphabetic order.		

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