

Publisher: Houghton Mifflin Company		Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 4	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	X	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

ELD Listening and Speaking Standards Grades 3-5					ELA Standards		
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<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 with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <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 type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and	<input type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting	<input type="checkbox"/> Listening and Speaking 1.0 Listening and Speaking Strategies 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> <input checked="" type="checkbox"/> 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	I2-ELD Teacher's Guide (TG) Our Natural Resources, p. 3; Walk Through History, p. 3; Sequoyah, p. 3; The Dust Bowl, p. 3; Rodeo, p. 3; Miguel Hidalgo, p. 3	A3-ELD Teacher's Guide (TG) Book Share Cards 1-5 1.1-ELA TG: Book Share Cards 1-5
<input type="checkbox"/> B2. Answer simple questions with one- to two-words responses.	<input type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences.	<input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds;					
<input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are						
<input type="checkbox"/> B4. Independently							

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use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<input type="checkbox"/> read aloud by using phrases or simple sentences. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "May I get a drink of water?"). <input type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <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"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input checked="" type="checkbox"/> modulation but may make random errors. <input checked="" 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 checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> EA6. Ask and answer instructional	information, and paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English	<input type="checkbox"/> 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. <input type="checkbox"/> 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures. <input checked="" type="checkbox"/> 1.4 Give precise directions and instructions. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence. <input type="checkbox"/> 1.6 Use traditional structures for	I4-ELD Teacher's Guide (TG) Our Natural Resources, p. 3; Walk Through History, p. 3; Sequoyah, p. 3; The Dust Bowl, p. 3; Rodeo, p. 3; Miguel Hidalgo, p. 3 EA5-ELD TG: Voice of the Pioneer Connection, p. 3 EA6-ELD TG: Ansel Adams, pp. 2, 3; Chesapeake Bay, pp. 2, 3; Cumberland Gap, pp. 2, 3; Voice of the Pioneer Connection, pp. 2, 3; Yellowstone,		

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			<p>questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").</p> <p><input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.</p>	<p>grammatical forms, sounds, intonation, pitch, and modulation.</p>	<p>conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).</p> <p><input type="checkbox"/> 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p><input checked="" type="checkbox"/> 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p><input type="checkbox"/> 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p> <p><i>Analysis and</i></p>	<p>pp. 2, 3; A Visit to Vancouver Island, pp. 2, 3</p> <p>A4-ELD TG: Geographic Information Systems, p. 3; Barbados to Brooklyn, p. 3; Cajun Country, p. 3; Tornado, p. 3; John Charles and Jessie Frémont, p. 3; From Idea to Law, p. 3</p> <p>1.4-ELA TG: Tornado, p. 3</p> <p>1.8-ELA TG: Voice of the Pioneer Connection, p. 3; Barbados to Brooklyn, p. 3</p>	<p>14-ELD and EA4-ELD TG: Book Share Cards 1-5</p>	

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					<input checked="" type="checkbox"/> <i>Evaluation of Oral Media Communication</i> 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues. <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		1.10-ELA TG: Chesapeake Bay, p. 3	

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					<input checked="" type="checkbox"/> organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience	2.1-ELA TG: Voice of the Pioneer Connection, p. 3; Barbados to Brooklyn, p. 3 2.1a-ELA TG: Our Natural Resources, p. 3; Sequoyah, p. 3; Ansel Adams, p. 3; Yellowstone, p. 3; Cajun Country, p. 3; John Charles and Jessie Frémont, p. 3		

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					<input checked="" type="checkbox"/> is memorable. 2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). <input checked="" type="checkbox"/> 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. <input type="checkbox"/> 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or	<u>2.2c-ELA</u> TG: Our Natural Resources, p. 3; Ansel Adams, p. 3; Cumberland Gap. p. 3; Barbados to Brooklyn, p. 3; Tornado, p. 3; John Charles and Jessie Frémont, p. 3 <u>2.3-ELA</u> TG: Miguel Hidalgo, p. 3		

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						dramatic dialogues, using clear diction, tempo, volume, and phrasing. <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 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		

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					<input checked="" type="checkbox"/> conventions appropriate to this grade level. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Use simple and compound sentences in writing and speaking. <input type="checkbox"/> 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Use parentheses,	1.1-ELA TG: Sequoyah, p. 4; Miguel Hidalgo, p. 5; Barbados to Brooklyn, p. 5; Cajun Country, p. 4; Tornado, p. 4		

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					<input type="checkbox"/> commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. <input type="checkbox"/> 1.5 Use underlining, quotation marks, or italics to identify titles of documents. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.				

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