

Publisher: Houghton Mifflin Company			Program Title: Houghton Mifflin Social Studies Levelled 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)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13-ELD TG: Our Natural Resources, p. 7; Walk Through History, p. 7; Sequoyah, p. 7; The Dust Bowl, p. 7; Rodeo, p. 7; Miguel Hidalgo, p. 7	13-ELD TG: Walk Through History, p. 5; The Dust Bowl, p. 5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13-ELD TG: Our Natural Resources, p. 8	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.1-ELA TG: Our Natural Resources, p. 7; Walk Through History, p. 7; Sequoyah, p. 7; The Dust Bowl, p. 7; Rodeo, p. 7; Miguel Hidalgo, 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 type="checkbox"/> Vocabulary Development EI3. Apply knowledge of content-related vocabulary to discussions and reading.	<input type="checkbox"/> syntax to decode and interpret the meaning of unfamiliar words in text. <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"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).	<input type="checkbox"/> multiple meanings and apply this knowledge consistently. <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. <input type="checkbox"/> A7. Read aloud	<input type="checkbox"/> <i>Vocabulary and Concept Development</i> 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. <input type="checkbox"/> 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. <input type="checkbox"/> 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>). <input type="checkbox"/> 1.5 Use a thesaurus to determine related words and concepts. <input type="checkbox"/> 1.6 Distinguish and interpret words with multiple meanings. <input type="checkbox"/> 2.0 Reading Comprehension	Geographic Information Systems, p. 6; Barbados to Brooklyn, p. 6; Tornado, p. 6; John Charles and Jessie Frémont, p. 6; From Idea to Law, p. 6 EA5-ELD TG: Chesapeake Bay, p. 4 A4-ELD TG: Geographic Information Systems, pp. 2, 3, 4; Barbados to Brooklyn, pp. 2, 3, 4; Tornado, pp. 2, 3, 4; John	EA5-ELD TG: Cumberland Gap, p. 4; Yellowstone, p. 4 A6-ELD TG: Barbados to Brooklyn, p. 4; Cajun Country, p.4; Tornado, p.4	
<input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.	<input 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 checked="" type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> EA6. Recognize simple analogies					
<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 type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and								

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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 type="checkbox"/> EI8. Read and listen to simple stories and demonstrate under-	<input checked="" type="checkbox"/> I7. Use content-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 checked="" 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"/> (e.g., "fly like a bird") and metaphors used in literature and texts in content areas. <input checked="" 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 type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly	<input type="checkbox"/> 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 checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams,	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 Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and	Charles and Jessie Frémont, pp. 2, 3, 4; From Idea to Law, pp. 2, 3, 4 17-ELD TG: Our Natural Resources, pp. 2, 3, 4; Walk Through History, pp. 2, 3, 4; Sequoyah, pp. 2, 3, 4; The Dust Bowl, pp. 2, 3, 4; Miguel Hidalgo, pp. 2, 3, 4 19-ELD TG: Our Natural Resources, p. 3; Walk Through History, p. 3; Sequoyah, p. 3; The Dust Bowl,	

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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 checked="" type="checkbox"/> I10. Read text and identify features, 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. <u>Reading Comprehension</u>	<input type="checkbox"/> charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/> contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. <i>Comprehension and analysis of Grade-Level-Appropriate Text</i> 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in	p. 3; Rodeo, p. 3; Miguel Hidalgo, p. 3 <u>EA7-ELD</u> TG: Ansel Adams, pp. 3, 4; Chesapeake Bay, pp. 3, 4; Cumberland Gap, pp. 3, 4; Voice of the Pioneer Connection, pp. 3, 4; Yellowstone, pp. 3, 4; A Visit to Vancouver Island, pp. 3, 4 <u>A9-ELD</u> TG: Tornado, pp. 2, 3, 5 <u>A10-ELD</u> TG: Geographic Information	<u>I12-ELD and EA12-ELD</u> TG: Book Share Cards, 1–5
<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"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text.	<input checked="" 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"/>		
<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	<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. <u>Literary Response and Analysis</u>	<input type="checkbox"/>		
<input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. <u>Literary Response and</u>	<input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence		<input type="checkbox"/> EA13. Locate text features, such as format, diagrams,		<input 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 type="checkbox"/> of events in text that one reads. <input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input 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. Literary Response and Analysis	<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. Literary Response and Analysis <input type="checkbox"/> I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	<input type="checkbox"/> charts, glossaries, and indexes, and 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 checked="" type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological	<input type="checkbox"/> A13. Describe the 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"/> the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. <input type="checkbox"/> 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. <input checked="" type="checkbox"/> 2.5 Compare and contrast information on the same topic after reading several passages or articles. <input checked="" type="checkbox"/> 2.6 Distinguish between cause and effect and between fact and opinion in expository text. <input type="checkbox"/> 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games). <input type="checkbox"/> 3.0 Literary Response and Analysis	Systems, p. 2; Barbados to Brooklyn, p. 2; Cajun Country, p. 2; Tornado, p. 2; John Charles and Jessie Frémont, p. 2; From Idea to Law, p. 2 I10-ELD TG: Our Natural Resources, p. 2; Walk Through History, p. 2; Sequoyah, p. 2; The Dust Bowl, p. 2; Rodeo, p. 2; Miguel Hidalgo, p. 2 EA12-ELD TG: Ansel Adams, p. 2; Chesapeake Bay, 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	<input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	order and cause and effect. <u>Literary Response and Analysis</u> <input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input checked="" 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		<input type="checkbox"/> 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 the 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. <input type="checkbox"/> 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. <i>Narrative Analysis of Grade-Level-Appropriate</i>	Cumberland Gap, p. 2; Voice of the Pioneer Connection, p. 2; Yellowstone, p. 2; A Visit to Vancouver Island, p. 2 <u>A11-ELD</u> TG: John Charles and Jessie Frémont, pp. 2, 3, 5 <u>I13-ELD</u> TG: Project Cards 1–5 <u>EA15-ELD</u> TG: Ansel Adams, pp. 2, 3, 5; Yellowstone, pp. 2, 3, 5 <u>EA16-ELD</u> TG: The Dust	<u>EA18-ELD</u> TG: Geographic Information Systems, p. 3

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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"/> motives of characters in a work of fiction. <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input checked="" 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-		<input checked="" type="checkbox"/> <i>Text</i> 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. <input type="checkbox"/> 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. <input type="checkbox"/> 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). <input type="checkbox"/> 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	Bowl, pp. 2, 3, 6; Miguel Hidalgo, pp. 2, 3, 6; Ansel Adams, pp. 2, 3, 5 Yellowstone, pp. 2, 3, 5; Barbados to Brooklyn, pp. 2, 3, 5 John Charles and Jessie Frémont, pp. 2, 3, 5; From Idea to Law, pp. 2, 3, 5 2.5-ELA TG: Rodeo, pp. 2, 3, 6; Voice of the Pioneer Connection, pp. 2, 3, 5 2.6-ELA TG: Ansel Adams, pp. 2, 3, 5; Yellowstone, pp. 2, 3, 5 John	EA22-ELD TG: Chesapeake Bay, pp. 2, 3, 5; Cumberland Gap, pp. 2, 3, 5 3.2-ELA TG: Walk Through History, pp. 2, 3, 6; Ansel Adams, pp. 2, 3, 5; Yellowstone, pp. 2, 3, 5; Tornado, pp. 2, 3, 5; John Charles and Jessie Frémont, pp. 2, 3, 5

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