

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 Writing Strategies and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	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, 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 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format	I1-ELD Teacher's Guide (TG) The Dust Bowl, p. 3; Miguel Hidalgo, p. 3 I4-ELD TG: Sequoyah, p. 3; The Dust Bowl, p. 3; Rodeo, p. 3; Miguel Hidalgo, p. 3 EA4-ELD 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	I3-ELD Teacher's Guide (TG) Project Card 5	
<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 checked="" type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English	<input checked="" type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input checked="" 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"/> EA5. Independently					
English Language								

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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 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 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 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	<input type="checkbox"/> requirements. 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation. <input type="checkbox"/> 1.3 Use traditional structures for conveying information (e.g.,	<u>A4-ELD</u> TG: Yellowstone, p. 3; A Visit to Vancouver Island, p. 3 <u>I6-ELD</u> TG: The Dust Bowl, p. 3; Rodeo, p. 3; Miguel Hidalgo, p. 3 <u>EA5-ELD</u> TG: Chesapeake Bay, p. 3		

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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> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic	that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> chronological order, cause and effect, similarity and difference, and posing and answering a question). <i>Penmanship</i> <input type="checkbox"/> 1.4 Write fluidly and legibly in cursive or joined italic. <i>Research and Technology</i> <input type="checkbox"/> 1.5 Quote or paraphrase information sources, citing them appropriately. <input type="checkbox"/> 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). <input checked="" type="checkbox"/> 1.7 Use various reference materials	1.7-ELA 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; Project Cards 1–5		

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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>(e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</p> <p><input type="checkbox"/> 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p><input type="checkbox"/> 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive). <i>Evaluation and Revision</i></p> <p><input type="checkbox"/> 1.10 Edit and revise selected drafts to improve coherence and progression by</p>			

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					<input type="checkbox"/> adding, deleting, consolidating, and rearranging text. 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 four outlined in Writing Standard 1.0, students:	2.1-ELA TG: Our Natural Resources, p. 3; Sequoyah, p. 3; Rodeo, p. 3; Ansel Adams, p. 3; Yellowstone, p. 3; A Visit to Vancouver Island, p. 3; Cajun Country, p. 3; John Charles and Jessie Frémont, p. 3		
					<input checked="" type="checkbox"/> 2.1 Write narratives:			

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					<input type="checkbox"/> a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. <input type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. <input checked="" type="checkbox"/> 2.3 Write information reports:			

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					<input checked="" type="checkbox"/> a. Frame a central question about an issue or situation. <input checked="" type="checkbox"/> b. Include facts and details for focus. <input checked="" type="checkbox"/> c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). <input type="checkbox"/> 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	<u>2.3b-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>Written And Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for			

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					<p>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 command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i></p> <p><input checked="" type="checkbox"/> 1.1 Use simple and compound sentences in writing and speaking.</p> <p><input type="checkbox"/> 1.2 Combine short, related sentences with appositives,</p>			

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					<input type="checkbox"/> participial phrases, adjectives, adverbs, and prepositional phrases. <i>Grammar</i> 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, 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	1.1-ELA TG: Sequoyah, p. 4; Miguel Hidalgo, p. 4; Barbados to Brooklyn, p. 5; Cajun Country, p. 4; Tornado, p. 4		

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										of magazines, newspapers, works of art, musical composition, 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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