

Publisher: Houghton Mifflin Company			Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 5		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 5			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1.1-ELA</b> TG: Cuauhtémoc, p. 7; Lost Colony of Roanoke, p. 7; Salem Witch Trials, p. 7; Constitutional Convention, p. 7; Journeys of Sojourner Truth, p. 7; Robert E. Lee, p. 7; Nation of Nations, p. 7; Battle of Leyte, p. 7; The 1980s, p. 7; Sports of the First Americans, p. 6; DuSable, p. 6; John Peter Zenger, p. 6; George Rogers Clark, p. 6; Life in a Mill Town, p. 6; Surrender at	<b>I2-ELD</b> Teacher's Guide (TG), Cuauhtémoc, p. 7; Lost Colony of Roanoke, p. 7; Salem Witch Trials, p. 7; Constitutional Convention, p. 7; Journeys of Sojourner Truth, p. 7; Robert E. Lee, p. 7; Nation of Nations, p. 7; Battle of Leyte, p. 7; The 1980s, p. 7
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <i>Word Recognition</i> 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i>	<b>EA1-ELD</b> TG: Sports of the First Americans, p. 6; DuSable, p. 6; John Peter Zenger, p. 6; George Rogers Clark, p. 6; Life in a Mill Town, p. 6; Surrender at
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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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"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading.	<input type="checkbox"/> 15. 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 checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/> 1.2 Use word origins to determine the meaning of unknown words.	<b>2.0 Reading Comprehension (Focus on Informational Materials)</b> Students read and understand grade-level-appropriate material. They describe and	at Appomattox, p. 6; Pullman Strike, p. 6; Hiram Fong, p. 6; Wired World, p. 6; Glaciers, p. 6; Travels of Álvar Nuñez, p. 6; Free Black Communities, p. 6; Abigail Adams, Patriot, p. 6; The Comstock Lode, p. 6; Freedom Fighters, p. 6; Geronimo, p. 6; Negro Leagues of Baseball, p. 6; Dolores Huerta, p. 6  <b>17-ELD</b> TG: Cuauhtémoc, pp. 2, 3, 5; Lost	Appomattox, p. 6; Pullman Strike, p. 6; Hiram Fong, p. 6; Wired World, p. 6;
<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"/> 16. 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.	<input type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.			
<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"/> 17. Use content-related vocabulary	<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"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).			
<input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and	<input type="checkbox"/> EI6. Demonstrate internalization of		<input type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a	<input type="checkbox"/> A7. Read aloud	<input type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context.			

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<p>academic settings (e.g., locations, greetings, classroom objects).</p> <p><b>Reading Comprehension</b></p> <p><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.</p> <p><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.</p>	<p>English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p><input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts.</p> <p><b>Reading Comprehension</b></p> <p><input type="checkbox"/> EI8. Read and listen to simple stories and demonstrate understand by using simple sentences to respond to</p>	<p>in discussions and reading.</p> <p><input type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>peak, speaker</i>).</p> <p><b>Reading Comprehension</b></p> <p><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").</p> <p><input type="checkbox"/> I10. Read text and identify features, such as the title,</p>	<p>bird") and metaphors used in literature and texts in content areas.</p> <p><input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p><input type="checkbox"/> EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading.</p> <p><input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative</p>	<p>with appropriate pacing, intonation, and expression narrative and expository texts.</p> <p><b>Reading Comprehension</b></p> <p><input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.</p> <p><input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.</p> <p><input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams,</p>	<p>connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. 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, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.</p>	<p>Colony of Roanoke, pp. 2, 3, 5; Salem Witch Trials, pp. 2, 3, 5; Constitutional Convention,   pp. 2, 3, 5; Journeys of Sojourner Truth, pp. 2, 3, 5; Robert E. Lee, pp. 2, 3, 5; Nation of Nations, pp. 2, 3, 5; Battle of Leyte, pp. 2, 3, 5; The 1980s, pp. 2, 3, 5</p> <p><b>A4-ELD</b> TG: Glaciers, p. 4; Travels of Álvaro Nuñez, p. 4; Free Black Communities, p. 4; Abigail</p>	

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<input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/> explicit detailed questions (e.g., "The bear is brown").	<input type="checkbox"/> table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	<input checked="" type="checkbox"/> and expository texts. <b>Reading Comprehension</b> 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	Adams, Patriot, p. 4; The Comstock Lode, p. 4; Freedom Fighters, p. 4; Geronimo, p. 4; Negro Leagues of Baseball, p. 4; Dolores Huerta, p. 4	<b>I12-ELD</b> Teacher's Guide (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"/> 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"/> 2.2 Analyze text that is organized in sequential or chronological order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	<b>I9-ELD</b> TG: Cuahtémoc, pp. 3; Lost Colony of Roanoke, pp. 3; Salem Witch Trials, pp. 3; Constitutional Convention, pp. 3; Journeys of Sojourner Truth, pp. 3; Robert E. Lee, pp. 3; Nation of Nations, pp. 3; Battle of Leyte,	<b>EA12-ELD</b> TG: Book Share Cards 1–5
<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 checked="" 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.		
<input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. <b>Literary Response and</b>	<input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.	<input type="checkbox"/> I13. Understand	<input type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and	<b>Literary Response and Analysis</b>	<input type="checkbox"/>	<input type="checkbox"/> 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository Critique</i>		

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<input type="checkbox"/> <b>Analysis</b> <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"/> 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. <b>Literary Response and Analysis</b> <input type="checkbox"/> EI15. Respond orally to factual comprehension	<input checked="" type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <b>Literary Response and Analysis</b> <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 language to derive	<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 checked="" type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	<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 checked="" type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text. <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. 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 Identify and analyze the characteristics of poetry, drama, fiction, and	pp. 3; The 1980s, pp. 3 <b>A10-ELD</b> TG: Glaciers, p. 4; Travels of Alvar Nuñez, p. 4; Free Black Communities, p. 4; Abigail Adams, Patriot, p. 4; The Comstock Lode, p. 4; Freedom Fighters, p. 4; Geronimo, p. 4; Negro Leagues of Baseball, p. 4; Dolores Huerta, p. 4 <b>EA10-ELD</b> TG: Sports of the First Americans, pp. 2, 3, 5; Surrender at Appomattox,		

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fairy tales, folktales, myths, and legends.	<input type="checkbox"/> questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> E116. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> E117. Recite simple poems. <input type="checkbox"/> E118. Describe orally in simple sentences the setting of a literary work. <input type="checkbox"/> E119. Distinguish orally between poetry, drama, and short stories by using simple sentences.	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 checked="" type="checkbox"/> EA20. Identify the motives of characters in a work of fiction.		<input checked="" type="checkbox"/> nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. <input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied	pp. 2, 3, 5 <u>A11-ELD</u> TG: Glaciers, pp. 2, 3, 5; Travels of Álvaro Nuñez, pp. 2, 3, 5; Freedom Fighters, pp. 2, 3, 5; Geronimo, pp. 2, 3, 5; Negro Leagues of Baseball, pp. 2, 3, 5 <u>I14-ELD</u> TG: Journeys of Sojourner Truth, pp. 2, 3, 6; Robert E. Lee, pp. 2, 3, 6; Battle of Leyte, pp. 2, 3, 6 <u>EA15-ELD</u> TG: DuSable, pp. 2, 3, 6; John	<u>3.2-ELA</u> TG: Constitutional Convention, pp. 2, 3, 6; Pullman Strike, pp. 2, 3, 5; Hiram Fong, pp. 2, 3, 5; Dolores Huerta, pp. 2, 3, 5 <u>EA20-ELD and A16-ELD</u> TG: Book Share Cards 1–5

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	<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 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-person points of view in a literary text.		<input type="checkbox"/> or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input checked="" type="checkbox"/> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.  <input type="checkbox"/> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	Peter Zenger, pp. 2, 3, 6; Life in a Mill Town, pp. 2, 3, 6  <b>EA16-ELD</b> TG: George Rogers Clark, pp. 2, 3, 6; Pullman Strike, pp. 2, 3, 6; Hiram Fong, pp. 2, 3, 6; Wired World, pp. 2, 3, 6	<b>EA22-ELD</b> TG: Pullman Strike, pp. 2, 3, 6; Hiram Fong, pp. 2, 3, 6  <b>3.6-ELA</b> TG: The 1980s, p. 3	

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