

Publisher: Houghton Mifflin Company		Program Title: Houghton Mifflin Social Studies Levelled Readers, Level 6	
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 6-8 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
<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"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	<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"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter	<input type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <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"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be	<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. 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 modulation but may make random	<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 figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input type="checkbox"/> Listening And Speaking <input type="checkbox"/> 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. <input type="checkbox"/> <i>Comprehension</i> 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture,	12-ELD Teacher's Guide (TG) Samuel de Champlain, pp. 2, 3; Life in the Sahara, pp. 2, 3	A3-ELD Book Share Cards 1-5	

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<input type="checkbox"/>	B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input type="checkbox"/> content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil"). <input type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. <input type="checkbox"/> I6. Prepare and	<input checked="" type="checkbox"/> 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 type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Respond to messages by asking questions, challenging	<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. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English	<input type="checkbox"/> gesture). <input type="checkbox"/> 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. <input type="checkbox"/> 1.3 Restate and execute multiple-step oral instructions and directions. <input checked="" type="checkbox"/> <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. <input type="checkbox"/> 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. <input type="checkbox"/> 1.6 Support opinions	I5-ELD TG: Breakfast Around the World, pp. 2, 3; Samuel de Champlain, pp. 2, 3; Lands of the Rainforest, pp. 2, 3; Charlemagne, pp. 2, 3; Life in the Sahara, pp. 2, 3; The First Humans, pp. 2, 3; The Khyber Pass, pp. 2, 3; The Ring of Fire, pp. 2, 3 A4-ELD TG: Congress and Parliament, p. 3; Simón Bolívar, p. 3; Introducing the Euro, p. 3; Turkey, p. 3 1.4-ELA Wole Sojinka, p. 3; Turkey, p. 3; Xuan	I4-ELD Book Share Cards 1–5 EA4-ELD Book Share Cards 1–5

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		deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> statements, or offering examples that affirm the message. <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. <input checked="" type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> with detailed evidence and with visual or media displays that use appropriate technology. <input type="checkbox"/> 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns. Use of onomatopoeia) for intent and effect. <input type="checkbox"/> 1.9 Identify persuasive and propaganda	Zang, p. 3 EA8-ELD TGI: Hatshepsut and Nefertiti, p. 3; Aung San Suu Kyi, p. 3		

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					<input type="checkbox"/> techniques used in television and identify false and misleading information. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening			

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					<input checked="" type="checkbox"/> and Speaking Standard 1.0. Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. <input checked="" type="checkbox"/> c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). <input type="checkbox"/> 2.2 Deliver informative presentations: a. Pose relevant	2.1a-ELA TG: Life in the Sahara, p. 3; The Khyber Pass, p. 3; The Ring of Fire, p. 3; Climbing the Continents, p. 3; Lan Xang, p. 3 2.1c-ELA TG: Mary Leakey, p. 3; Wole Sojinka, p. 3		

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					<input checked="" type="checkbox"/> questions sufficiently limited in scope to be completely and thoroughly answered. <input checked="" type="checkbox"/> b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information). <input checked="" type="checkbox"/> 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas,	2.3b-ELA TG: The Ring of Fire, p. 3; Hatshepsut and Nefertiti, p. 3; Aung San Suu Kyi, p. 3		

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					<input checked="" type="checkbox"/> premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. <input checked="" type="checkbox"/> 2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. <input checked="" type="checkbox"/> d. Engage the listener and foster acceptance of the proposition or proposal. <input checked="" type="checkbox"/> 2.5 Deliver presentations on problems and solutions:	<u>2.4d-ELA</u> TG: Congress and Parliament, p. 3; Turkey, p. 3		

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					<input checked="" type="checkbox"/> a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions. 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	<u>2.5a-ELA</u> TG: Lands of the Rainforest, p. 3; The Ring of Fire, p. 3; Fall of Tenochtitlán, p. 3; Gray Blanket, p. 3; Turkey, p. 3; Ghana, p. 3		

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					<input type="checkbox"/> are essential to both sets of skills. 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> <input type="checkbox"/> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and properly use indefinite pronouns			

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					<input type="checkbox"/> and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).			

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