

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
	Beginning (B)	X	Early Advanced (EA)		
X	Early Intermediate (EI)		Advanced (A)		
X	Intermediate (I)				

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

Grades K-2 ELD Listening and Speaking Standards					ELA Standards				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation		
<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. Answer simple questions with one- to -two- word responses. <input type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<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 checked="" type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic	<input type="checkbox"/> I1. Ask and answer instructional questions by using simple sentences. <input 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 followed (e.g., third-person singular,	<input type="checkbox"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input checked="" type="checkbox"/> EA2. Retell stories in greater detail by including 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 errors.	<input type="checkbox"/> A1. Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. <input type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the	<input type="checkbox"/> Listening and Speaking <input type="checkbox"/> 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 type="checkbox"/> 1.1 Listen Attentively. <input type="checkbox"/> 1.2 Ask questions for clarification and understanding. <input type="checkbox"/> 1.3 Give, restate,	ELI3-ELD TG: Respond: Dad (2); At the Zoo (7); Friends (9); Salad Feast (12); Green Green (13); Here We Go Round the Mulberry Bush (14); Willy (16); Where's Cupcake? (17); Who Ate the Broccoli? (18); Elephants are Coming (21); Grandpa's Cookies (27); Ten Traveling Tigers (41); Informal Assessment: Dad (2); Grandpa's Cookies (27); The Race (28); Gingerbread Man (32); Dr. Green (34); Hole in Harry's Pocket	EA2-ELD TG: Respond: Road Work Ahead (43); Yard Sale (54); Informal Assessment: Peter's Move (44); Chicken Pox (48); Josie Cleans Up (50); Mouse and the Elephant (57); How Grandmother Spider Got the Sun (58)		

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<input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Thank you", "You're welcome").	<input checked="" type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<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 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. Ask and answer instructional questions with more extensive supporting	<input type="checkbox"/> communication of others. <input 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. Narrate and paraphrase events in greater detail by using more extended vocabulary. <input type="checkbox"/> A6. Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation,	<input type="checkbox"/> and follow simple two-step directions <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Stay on the topic when speaking. <input type="checkbox"/> 1.5 Use descriptive words when speaking about people, places, things, and events. <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	<input type="checkbox"/>	(42); Optional Extensions: Retelling: The Race (28); The Hole in Harry's Pocket (42) EI5-ELD TG: Informal Assessment: A Salad Feast (12); Ten Traveling Tigers (41); Optional Extensions: Here We Go Round the Mulberry Bush (14); Rex's Dance (22); The Blue Jay (45)	I4-ELD TG: Respond: My Birthday Party (1); Dad (2); Food to Eat (3); I Can (4); I Am (5); Cars (6); At the Zoo (7); My School (8); Friends (9); Hats (10); Home Connection: Food to Eat; I Can, I Can!; Cars; My School; Hats

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			elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Recite poems, rhymes, songs, and stories. <input checked="" type="checkbox"/> 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering	2.1-ELA TG: Informal Assessment: A Salad Feast (12); Ten Traveling Tigers (41); Optional Extensions: Here We Go Round the Mulberry Bush (14); Rex's Dance (22); The Blue Jay (45) 2.2-ELA TG: Respond: Dad (2); At the Zoo (7); Friends (9); Salad Feast (12); Green Green (13); Here We Go Round the Mulberry Bush (14); Willy (16); Where's Cupcake? (17); Who Ate the Broccoli? (18);		

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					<input checked="" type="checkbox"/> <i>who, what, when, where, why, and how</i> questions. 2.3 Relate an important life event or personal experience in a simple sequence. <input type="checkbox"/> 2.4 Provide descriptions with careful attention to sensory detail. <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	Elephants are Coming (21); Grandpa's Cookies (27); Ten Traveling Tigers (41); Road Work Ahead (43); Yard Sale (54); Informal Assessment: Dad (2); Grandpa's Cookies (27); The Race (28); Gingerbread Man (32); Dr. Green (34); Hole in Harry's Pocket (42); Peter's Move (44); Chicken Pox (48); Josie Cleans Up (50); Mouse and the Elephant (57); How Grandmother Spider Got the Sun (58); Optional Extensions:	<u>2.3-ELA</u> TG: Respond: Friends (9); Willy the Helper (16); On The School Bus (26); Dr. Green (34); The Yard Sale (54); Home Connection: Peaches the Pig (15); Bonnie on the Beach (39)

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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 checked="" type="checkbox"/> 1.1 Write and speak in complete, coherent sentences. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns. <input checked="" type="checkbox"/> 1.3 Identify and correctly use contractions (e.g.,	Retelling: The Race (28); The Hole in Harry's Pocket (42) 1.1-ELA TG: Optional Extensions: Writing, My Birthday Party (1); Dad (2); I Am (5); Cars (6); My School (8); Creepy Caterpillar (19); Peanut Butter and Jelly (20); The Elephants Are Coming (21); My Pet, Bobby (24); On the School Bus (26); The Gingerbread Man (32); Dr. Green (34); Look for Me! (35); Panda's Surprise (36); The		

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					<i>isn't, aren't, can't, won't</i> and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. <input type="checkbox"/> 1.5 Use a period, exclamation point, or question mark at the end of sentences. <input checked="" type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize the first word of a	Hand-Me-Downs (37); The Joke (38) 1.2-ELA TG: Revisit: At the Zoo (7); The Race (28); Chicken Pox! (48) 1.3-ELA TG: Revisit: Friends (9); Where's Cupcake (17); A Moose Is Loose (25); Rosie's Pool (33); Dr. Green (34); The Hole in Harry's Pocket (42); Lola and Miss Kitty (46); Worms for Breakfast (55); The Class Play (59) 1.6-ELA TG: Revisit: My	

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					<input checked="" type="checkbox"/> sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i> <input checked="" type="checkbox"/> 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	Birthday Party (1); My Dog Willy (11); Peaches the Pig (15); My Pet, Bobby (24); The Race (28); Hungry Animals (31); The Gingerbread Man (32); The Hand-Me-Downs (37); The Three Little Pigs (40); Peter's Move (44); Chicken Pox! (48); The Night the Lights Went Out (49); Optional Extensions: Writing: I Can (4); Peaches the Pig (15); Dr. Green (34)	1.8-ELA TG: Revisit: Friends (9); My Dog Willy (11); The Elephants Are Coming (21); Rex's Dance (22); Bonnie on the Beach (39); Ten Traveling Tigers (41)

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