

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation	
<input type="checkbox"/> <b>Word Analysis</b> B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.  <b>English-Language Arts Content Standards</b>	<input checked="" type="checkbox"/> <b>Word Analysis</b> EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated	<input checked="" type="checkbox"/> <b>Word Analysis</b> I1. Pronounce most English phonemes correctly while reading aloud.  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).  <b>Grade One: Phonemic</b>	<input checked="" type="checkbox"/> <b>Word Analysis</b> EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).  <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b> 1.8 Track (move sequentially from sound to sound) and represent changes in simple	<input type="checkbox"/> <b>Word Analysis</b> A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).  <b>English-Language Arts content Standards Kindergarten</b> 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words	<input type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Concepts About Print</i>	<b>EI1-ELD</b> TG: Read: 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)  <b>EA1-ELD</b> TG: Road Work Ahead (43); Peter's Move (44); The Blue Jay (45); Lola and Miss Kitty (46); The Talking Yam (47); Chicken Pox! (48); The Night the Lights Went Out (49); Josie Cleans Up (50); The Tooth Race (51); Herman Henry's Dog (52); The Pumpkin That Kim Carved (53); The Yard Sale (54); Worms for Breakfast (55); How to	<b>I1-ELD</b> TG: Read/Oral Reading Checks: My Dog Willy (11); A Salad Feast (12); Green, Green (13); Here We Go Round the Mulberry Bush (14); Peaches the Pig (15); Willy the Helper (16); Where's Cupcake? (17); Who Ate the Broccoli? (18); Creepy Caterpillar (19); Peanut Butter and Jelly (20); The Elephants are Coming (21); Rex's Dance (22);	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> Kindergarten 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).  <input type="checkbox"/> B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).  <input type="checkbox"/> B4. Demonstrate comprehension of simple vocabulary with an appropriate action.  <input type="checkbox"/> B5. Retell simple stories by using	<input checked="" type="checkbox"/> phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. <b>Grade One:</b> <b>Phonemic Awareness</b> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  <input type="checkbox"/> E12. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in cat and final consonants).  <b>English-Language Arts Content Standards</b>	<input checked="" type="checkbox"/> <b>Awareness</b> 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ). <input checked="" type="checkbox"/> 1.6 Create and say a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f//a/t/ = <i>flat</i> ). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p//a/t/ = <i>splat</i> );	syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and	change, so do the sounds (i.e., the alphabetic principle). <b>Grade One</b> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. 1.13 Read compound words and	<input type="checkbox"/> 1.1 Match oral words to printed words. <input type="checkbox"/> 1.2 Identify the title and author of a reading selection. <input type="checkbox"/> 1.3 Identify letters, words, and sentences. <i>Phonemic Awareness</i> <input type="checkbox"/> 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ). <input checked="" type="checkbox"/> 1.6 Create and state a series of rhyming words,	Ride a Giraffe (56); The Mouse and the Elephant (57); How Grandmother Spider Got the Sun (58); The Class Play (59); The Princess, The Mud Pies, and the Dragon (60)  <b>E11.10-ELD</b> TG: Informal Assessment: A Salad Feast (12); Optional Extension: Here We Go Round the Mulberry Bush (14)  <b>I1.5-ELD and 1.5-ELA</b> Revisit: Food to Eat (3); Rex's Dance (22); Rosie's Party (23); My Pet Bobby (24); Panda's Surprise (36)	Rosie's Party (23); My Pet, Bobby (24); A Moose Is Loose (25); On the School Bus (26); Grandpa's Cookies (27); The Race (28); Ginger (29); My New Pet (30); Hungry Animals (31); The Gingerbread Man (32); Rosie's Pool (33); Dr. Green (34); Look for Me! (35); Panda's Surprise (36); The Hand-Me-Downs (37); The Joke (38); Bonnie on the Beach (39); The	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).  <b>Reading Comprehension</b>  <input type="checkbox"/> B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication	<b>Kindergarten: Phonemic Awareness</b> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, /j/). 1.10 Identify and produce rhyming words in response to an oral prompt.  <b>Grade One: Phonemic Awareness</b> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  <b>Fluency and</b>	<input type="checkbox"/> I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.  <b>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</b> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).  <input type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet.  <b>English-Language</b>	each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words. <b>Grade Two</b> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ). 1.3 Decode two-	contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ). 1.15 Read common word families (e.g., <i>-ite, -ate</i> ). 1.16 Read aloud with fluency in a manner that sounds like natural speech.  <b>Grade Two</b> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-	<input type="checkbox"/> including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how; pan</i> to <i>an</i> ). <input type="checkbox"/> 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i> ). <input type="checkbox"/> 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p/l/a/t/. = <i>splat</i> ; /r/i/ch/ = <i>rich</i> ). <b>Decoding and Word Recognition</b> <input checked="" type="checkbox"/> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends	<b>1.6-ELD and 1.6-ELA</b> TG: Informal Assessment/Revisit: Ten Traveling Tigers (41); Optional Extension/Revisit: Rex's Dance (22); Blue Jay (45)  <b>1.4-ELD and 1.10-ELA</b> TG: Revisit: Friends (9); My Dog Willy (11); Elephants Are Coming (21); Rex's Dance (22); A Mouse is Loose (25); Grandpa's Cookies (27); Ginger (29); The Gingerbread Man (32); Dr. Green (34); Bonnie on the Beach (39); Ten Traveling Tigers (41); The Hole in Harry's Pocket (42); Peter's	Three Little Pigs (40); Ten Traveling Tigers (41); The Hole in Harry's Pocket (42)	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> (e.g., matching objects, pointing to an answer, drawing pictures).  <input type="checkbox"/> B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.  <input type="checkbox"/> B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).  <input type="checkbox"/> B10. Understand and follow simple one-step directions for	<b>Systematic Vocabulary Development</b>  <input type="checkbox"/> EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.  <input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently.  <input type="checkbox"/> EI5. Read aloud an increasing number of English words.  <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by	<input checked="" type="checkbox"/> <b>Arts Content Standards Kindergarten</b> 1.1 Identify the front cover, back cover, and title page of a book. <input checked="" type="checkbox"/> 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. <input checked="" type="checkbox"/> 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. <b>Grade One</b> 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and	syllable nonsense words and regular multisyllable words. 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.  <input type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or	<i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> . 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> A2. Explain common antonyms and synonyms.	<input type="checkbox"/> and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.  <input type="checkbox"/> 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).  <input type="checkbox"/> 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.  <input checked="" type="checkbox"/> 1.13 Read compound words and contractions.  <input checked="" type="checkbox"/> 1.14 Read inflectional forms (e.g., -s, -ed,	Move (44); The Night the Lights Went Out; The Tooth Race (51)  <b>1.1-ELD</b> TG: Informal Assessment: I Can (4); Look For Me! (35); Panda's Surprise (36)  <b>1.2-ELD</b> TG: Revisit: Friends (9); Josie Cleans Up (50)  <b>1.13-ELA</b> 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		

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s		
<input type="checkbox"/>	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 Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input type="checkbox"/> classroom activities.  <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions.  <input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting	<input type="checkbox"/> recognizing and correcting some errors when speaking or reading aloud.  <b>Reading Comprehension</b>  <input type="checkbox"/> EI7. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.  <input type="checkbox"/> EI8. Draw and label pictures related to a story topic or one's own experience.  <input type="checkbox"/> EI9. Understand and follow simple two-step directions for classroom activities.	<input checked="" type="checkbox"/> sentences.  <b>Fluency and Systematic Vocabulary Development</b>  <input checked="" type="checkbox"/> I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  <input type="checkbox"/> I5. Use decoding skills to read more complex words independently.  <b>English-Language Arts Content Standards Grade One</b>	<input type="checkbox"/> simple text.  <b>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</b> <input type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the	<input type="checkbox"/> <b>English-Language Arts Content Standards Grade Two</b> <input type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms.  <input type="checkbox"/> <b>English-Language Arts Content Standards Grade Two</b> <input type="checkbox"/> 1.10 Identify simple multiple-meaning words.  <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent	<input checked="" type="checkbox"/> -ing) and root words (e.g., <i>look, looked, looking</i> ). <input checked="" type="checkbox"/> 1.15 Read common word families (e.g., -ite, -ate). <input checked="" type="checkbox"/> 1.16 Read aloud with fluency in a manner that sounds like natural speech. <input checked="" type="checkbox"/> <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).  <input type="checkbox"/> <b>2.0 Reading Comprehension</b>	Class Play (59)  <b>1.14-ELA</b> 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)  <b>1.15-ELA</b> TG: Friends (9); The Elephants are Coming (21); Rex's Dance (22); A Mouse Is Loose (25); Bonnie on the Beach (39); Ten Traveling Tigers (41)  <b>1.16-ELA</b> TG: Informal	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
and characters.	<input checked="" type="checkbox"/> EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.  <input type="checkbox"/> EI11. Draw logical inferences from a story read aloud.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EI12. Respond orally to factual comprehension questions about stories by answering in simple sentences.  <input type="checkbox"/> EI13. Recite simple poems.  <input type="checkbox"/> EI14. Identify orally the setting and characters by using	<input checked="" type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).  <input type="checkbox"/> I6. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).  <b>English-Language Arts Content Standards Kindergarten</b> 1.18 Describe common objects and	alphabetic principle).  <b>Grade One: Decoding and Word Recognition</b> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	reading.  <b>English-Language Arts Content Standards Grade Two</b> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.  <input type="checkbox"/> A5. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.  <b>English-Language Arts Content Standards Kindergarten</b> 1.14 Match all consonant and short-vowel sounds to appropriate letters.	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	Assessment: At the Zoo (4); A Salad Feast (12); Where's Cupcake? (17); Creepy Caterpillar (19); Rosie's Pool (33); The Night the Lighth Went Out (49); The Pumpkin That Kim Carved (53); Worms for Breakfast (59); all <i>Oral Reading Check</i>  <b>I14-ELD</b> TG: Revisit: My School (8); Who Ate the Broccoli? (18); Panda's Surprise (36); Tooth Race (51); Classroom Management/Teaching Tip: Where's Cupcake? (17); Bonnie on the Beach (39); Peter's Move (44); Lola and Miss Kitty	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company		Program Title: Little Readers for Guided Reading, Level 1	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
	simple sentences and vocabulary.	<input type="checkbox"/> events in both general and specific language. <input type="checkbox"/> 17. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> 18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i> ). <b>Reading Comprehension</b> <input type="checkbox"/> 19. Read stories and respond orally in simple sentences to factual comprehension questions about the	1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ). 1.15 Read common word families (e.g., <i>-ite -ate</i> ). 1.16 Read aloud with fluency in a manner that sounds like natural speech.	1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One</b> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal. <i>Structural Features of Informational</i>	(46); The Yard Sale (54); Informal Assessment: Peanut Butter and Jelly (20); The Elephants Are Coming (21); My Pet, Bobby (24); The Joke (38); Bonnie on the Beach (39); Blue Jay (45); Herman Henry's Dog (52); How to Ride a Giraffe (56); The Class Play (59)  <b>EH10-ELD</b> TG: Revisit: Peaches the Pig (15); Willy the Helper (16); Peanut Butter and Jelly (20); On The School Bus (26); Ginger (29); Josie Cleans Up (50); The Pumpkin That Ken Carved (53); Informal Assessment: Dad (2); Peter's Move (44); The	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
		<p>stories.</p> <p><input type="checkbox"/> I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p><input type="checkbox"/> I12. Write captions or phrases for drawings related to a story.</p> <p><input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related</p>	<p><b>Fluency and Systematic Vocabulary Development</b></p> <p><input type="checkbox"/> EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p><input type="checkbox"/> EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p><b>English-Language Arts Content Standards Grade Two</b></p> <p>1.9 Know the meaning of simple</p>	<p>1.12 Use knowledge of vowel diagraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><b>Grade Two</b></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special</p>	<p><input checked="" type="checkbox"/> <i>Materials</i> 2.1 Identify text that uses sequence or other logical order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p><input checked="" type="checkbox"/> 2.2 Respond to <i>who, what, when, where, and how</i> questions.</p> <p><input checked="" type="checkbox"/> 2.3 Follow one-step written instructions.</p> <p><input type="checkbox"/> 2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p><input checked="" type="checkbox"/> 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e.,</p>	<p>Mouse and the Elephant (57); The Princess, the Mud Pies, and the Dragon (60)</p> <p><b>1.17-ELD and 1.17-ELA</b></p> <p>TG: Teaching Tips: Hats (10); Here We Go Round the Mulberry Bush (14); Ten Traveling Tigers (41); The Mouse and the Elephant (57); Revisit: Hats (10); A Salad Feast (12); Peaches the Pig (15); Who Ate the Broccoli? (18); Peanut Butter and Jelly (20); The Elephants Are Coming (21); Ginger (29); My Net Pet (30); Rosie's Pool (33); The Hand-Me-Downs (37)</p>		

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
		activities.  <input checked="" type="checkbox"/> <b>Literary Response and Analysis</b>  <input checked="" type="checkbox"/> I14. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.  <input checked="" type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.	prefixes and suffixes e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> .  <input type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.  <b>Reading Comprehension</b>  <input type="checkbox"/> EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.  <input type="checkbox"/> EA7. Read stories	vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant-consonant-vowel = <i>sup/per</i> ). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i> ). 1.5 Identify and correctly use regular plurals (e.g., <i>-s</i> , <i>-es</i> , <i>-ies</i> ) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i> ).  <b>Reading</b>	<input type="checkbox"/> signpost words). 2.6 Relate prior knowledge to textual information. <input type="checkbox"/> 2.7 Retell the central ideas of simple expository or narrative passages.  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> 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,	<b>2.1-ELA</b> TG: Revisit: Friends (9); Green, Green (13); Peaches the Pig (15); Willy the Helper (16); Peanut Butter and Jelly (20); On the School Bus (26); Ginger (29); The Night the Lights Went Out (49); Josie Cleans Up (50); The Pumpkin That Kim Carved (53); Informal Assessment: Dad (2)  <b>2.2-ELA</b> TG: Introduce: Where's Cupcake? (17); Informal Assessment: The Hole in Harry's Pocket (42); The Talking Yam (47); Chicken Pox! (48); Josie Cleans Up (50);		

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company		Program Title: Little Readers for Guided Reading, Level 1	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
			<input type="checkbox"/> and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.  <input type="checkbox"/> EA8. Write a brief summary (three or four complete sentences) of a story.  <input type="checkbox"/> EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> EA10. Read stories and texts from content areas and respond orally to	<input type="checkbox"/> <b>Comprehension</b> A6. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.  <input type="checkbox"/> A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.  <input type="checkbox"/> <b>Literary Response and Analysis</b> A8. Read a variety of children's literature	<input type="checkbox"/> 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. <i>Narrative Analysis of Grade-level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. <input type="checkbox"/> 3.2 Describe the	The Mouse and the Elephant (57); The Princess, The Mud Pies, and the Dragon (60)  <b>2.3-ELA</b> TG: Introduce: A Salad Feast (12); How to Ride a Giraffe (56)  <b>2.5-ELA</b> TG: Revisit: At the Zoo (7); Panda's Surprise (36); The Joke (38); The Night the Lights Went Out (49); Informal Assessment: Who Ate the Broccoli? (18)  <b>1.5-ELD</b> TG: Introduce and Respond: A Salad Feast (12); Here We Go Round the	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company		Program Title: Little Readers for Guided Reading, Level 1	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
			<p>them by restating facts and details to clarify ideas.</p> <p><b>Literary Response and Analysis</b></p> <p><input type="checkbox"/> EA11. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).</p> <p><input type="checkbox"/> EA12. Read a literary selection and orally identify the literary elements of plot, setting, and characters.</p> <p><input type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.</p>	<p>and respond to it both orally and in writing.</p> <p><input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p> <p><input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.</p>	<p>roles of authors and illustrators and their contributions to print materials.</p> <p><input type="checkbox"/> 3.3 Recollect, talk, and write about books read during the school year.</p>	<p>Mulberry Bush (14); Rex's Dance (22); Ten Traveling Tigers (41); The Blue Jay (45)</p> <p><b>3.1-ELA</b> TG: Informal Assessment: The Hole in Harry's Pocket (42); Talking Yam (47); Chicken Pox! (48); The Mouse and the Elephant (57); The Princess, the Mud Pies, and the Dragon (60)</p>	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Level 1		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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)**

*\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.*