

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)		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 Writing Strategies and Applications					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> B1. Copy the English alphabet legibly. <input type="checkbox"/> B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). <input type="checkbox"/> B3. Write a few words or phrases about an event or character from a story read by the teacher. <input type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.	<input checked="" type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher. <input type="checkbox"/> EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., "Today is Tuesday"). <input type="checkbox"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<input checked="" type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters. <input type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. <input type="checkbox"/> I4. Write simple sentences appropriate for language arts and	<input type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events. <input type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus. <input type="checkbox"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input type="checkbox"/> EA4. Write a formal letter.	<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"/> A2. Write short narratives that describe the setting, characters, objects, and events. <input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms. <input type="checkbox"/> A4. Proceed through the writing	<input type="checkbox"/> <b>Writing 1.0 Writing Strategies</b> Students write clear and 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). <b>Organization and Focus</b> <input type="checkbox"/> 1.1 Select a focus when writing. <input checked="" type="checkbox"/> 1.2 Use descriptive words when writing. <b>Penmanship</b>	<b>EI1-ELD</b> 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 Hand-Me-Downs (37); The Joke (38) <b>I1-ELD</b> TG: Revisit: My		

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<u><b>English Language Conventions</b></u>  B5. Use capitalization when writing one's own name.	<input type="checkbox"/> E14. Use capitalization to begin sentences and for proper nouns.  <input type="checkbox"/> E15. Use a period or question mark at the end of a sentence.  <input type="checkbox"/> E16. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	other content areas (e.g., math, science, social studies).  <input type="checkbox"/> 15. Write a friendly letter of a few lines.  <u><b>English Language Conventions</b></u>  <input type="checkbox"/> 16. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.  <input type="checkbox"/> 17. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb	<input type="checkbox"/> EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).  <u><b>English Language Conventions</b></u>  <input type="checkbox"/> EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.  <input type="checkbox"/> EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	process to write clear and coherent sentences and paragraphs that maintain a consistent focus.  <u><b>English Language Conventions</b></u>  <input type="checkbox"/> A5. Use complete sentences and correct word order.  <input type="checkbox"/> A6. Use correct parts of speech, including correct subject/verb agreement.  <input type="checkbox"/> A7. Edit writing for punctuation, capitalization, and spelling.  <input type="checkbox"/> A8. Produce writing	<input type="checkbox"/> 1.3 Print legibly and space letters, words, and sentences appropriately.  <input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b> 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 one outlined in	Birthday Party (1); Peaches the Pig (15); Where's Cupcake (17); Rosie's Party (23); On the School Bus (26); Three Little Pigs (40); Road Work Ahead (43); How Grandmother Spider Got the Sun (58)  <u><b>1.2-ELA</b></u> TG: Revisit: Cars (6); Hats (10); A Salad Feast (12); The Blue Jay (45); Yard Sale (54); Worms (55); Optional Extensions: Writing: Cars (6); Hats (10); My New Pet (30); Panda's Surprise (36);		

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		without inflections).	<input type="checkbox"/> EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).  <b>English–Language Arts Content Standards</b>  <i>Spelling</i> Grade One <input type="checkbox"/> 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.  Grade Two <input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly (e.g., was, were,	that demonstrates a command of the conventions of standard English.	<input checked="" type="checkbox"/> Writing Standard 1.0, students: 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. <input checked="" type="checkbox"/> 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.  <b>Written And Oral English Language Conventions</b> The standards for written and oral English language conventions have been placed between those for writing and for	Worms for Breakfast (55)  <b>2.1-ELA</b> TG: Revisit: My Birthday Party (1); Peaches the Pig (15); Where's Cupcake (17); Rosie's Party (23); On the School Bus (26); Three Little Pigs (40); Road Work Ahead (43); How Grandmother Spider Got the Sun (58)  <b>2.2-ELA</b> TG: Revisit: Cars (6); Hats (10); A Salad Feast (12); The Blue Jay (45); Yard Sale (54); Worms (55); Optional		

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			says, said, who, what, why).			<p>listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b> 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 Write and speak in complete, coherent sentences. <i>Grammar</i></p> <p><input checked="" type="checkbox"/> 1.2 Identify and correctly use singular and plural nouns.</p>	<p>Extensions: Writing: Cars (6); Hats (10); My New Pet (30); Panda's Surprise (36); Worms for Breakfast (55)</p> <p><b>1.1-ELA</b> 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</p>	

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					<input checked="" type="checkbox"/> 1.3 Identify and correctly use contractions (e.g., <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 type="checkbox"/> 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. <i>Capitalization</i>	(34); Look for Me! (35); Panda's Surprise (36); The Hand-Me-Downs (37); The Joke (38)  <b>1.2-ELA</b> TG: Revisit: At the Zoo (7); The Race (28); Chicken Pox! (48)  <b>1.3-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)		

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					<input type="checkbox"/>	1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . <i>Spelling</i>		
					<input type="checkbox"/>	1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.		

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