

Publisher: Houghton Mifflin Company		Program Title: Little Readers for Guided Reading, Level 2	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
Beginning (B)	X	Early Advanced (EA)	
Early Intermediate (EI)	X	Advanced (A)	
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		Primary Citation	Supporting Citation
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<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 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 checked="" 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"/> <b>Listening and Speaking</b>  <input type="checkbox"/> <b>1.0 Listening and Speaking Strategies</b> 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.  <input type="checkbox"/> <b>Comprehension</b> 1.1 Determine the purpose or purposes or listening (e.g., to obtain information, to solve problems, for enjoyment).	<b>EA2-ELD</b> TG: Respond: Mrs. Sato's Hens (5); Make a Mud Pie (13); Lift the Sky Up (14); Informal Assessment: Smile, Baby! (9); Mystery of the Missing Red Mitten (15); Bookstore Cat (17); Frog and Toad All Year (30); Amelia Bedelia and the Surprise Shower (37); Picture Book of Helen Keller (40); Writing: The Three Billy Goats Gruff, (10); Nobody Listens to Andrew (16); Frog and Toad Together (31)		

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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 type="checkbox"/> needs (e.g., "May I get a drink?").  <input type="checkbox"/> EI5. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> male and female pronouns).  <input 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. 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 checked="" type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g.,	<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, pitch, and	<input type="checkbox"/> 1.2 Ask for clarification and explanation of stories and ideas. <input type="checkbox"/> 1.3 Paraphrase information that has been shared orally by others. <input checked="" type="checkbox"/> 1.4 Give and follow three- and four-step oral directions. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.5 Organize presentations to maintain a clear focus. <input type="checkbox"/> 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). <input type="checkbox"/> 1.7 Recount experiences in a	<b>A2-ELD</b> TG: Teaching Tip: Bookstore Cat (17); Happy Birthday, Danny and the Dinosaur! (24); Here Comes the Strikeout (34)  <b>EA6-ELD</b> TG: Respond: Nobody Listens to Andrew (16); Bookstore Cat (17); Digby (18); Mrs. Murphy's Bears (19); Who Lives Here? (20); The Lost Sheep (21); Anansi's Narrow Waist (22); Bears, Bears, Bears (23); Happy Birthday, Danny and the Dinosaur! (24); Henry and Mudge: The First Book		

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			“Which part of the story was the most important?”).	modulation.	<input checked="" type="checkbox"/> logical sequence. 1.8 Retell stories, including characters, setting, and plot. <input type="checkbox"/> 1.9 Report on a topic with supportive facts and details. <input type="checkbox"/> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and	(25); Henry and Mudge Get the Cold Shivers (26); Dogs at Work (27); Addie's Bad Day (28); The Grandma Mix-up (29); Frog and Toad All Year (30); Frog and Toad Together (31); Too Many Babas (32); Zack's Alligator (33); Here Comes the Strikeout (34); Jamaica and Brianna (35); Thank You, Amelia Bedelia (36); Amelia Bedelia and the Surprise Shower (37); Babo's Magic Wishes (38); What's It Like to Be a Fish? (39); A Picture Book of		

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					delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). <input checked="" type="checkbox"/> 2.2 Report on a topic with facts and details, drawing from several sources of information.	Helen Keller (40) <b>1.4-ELA</b> TG: Introduce: Washing the Dog (11); How to Make a Mud Pie (13); Mrs. Murphy's Bears (19); Writing: Washing the Dog (11); How to Make a Mud Pie (13); Mrs. Murphy's Bears (19); Too Many Babas; (32); Here Comes the Strikeout (34) <b>1.8-ELA</b> TG: Respond: Mrs. Sato's Hens (5); Make a Mud Pie (13); Lift the Sky Up (14); Informal Assessment: Smile, Baby! (9); Mystery of the		

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					<input type="checkbox"/> <p><b><u>Written and Oral English Language Conventions</u></b> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><b><u>1.0 Written and Oral English Language Conventions</u></b> Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	<p>Missing Red Mitten (15); Bookstore Cat (17); Frog and Toad All Year (30); Amelia Bedelia and the Surprise Shower (37); Picture Book of Helen Keller (40); Writing: The Three Billy Goats Gruff, (10); Nobody Listens to Andrew (16); Frog and Toad Together (31)</p> <p><b><u>2.1-ELA</u></b> TG: Optional Extensions: Smile, Baby (9); Washing the Dog (11); Lift the Sky Up (14)</p> <p><b><u>2.2-ELA</u></b> TG: Writing: Who Lives Here? (20); Anansi's Narrow</p>		

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					<input type="checkbox"/> <i>Sentence Structure</i> 1.1 Distinguish between complete and incomplete sentences. <input type="checkbox"/> 1.2 Recognize and use the correct word order in written sentences. <i>Grammar</i> <input type="checkbox"/> 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. <i>Punctuation</i> <input type="checkbox"/> 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. <input checked="" type="checkbox"/> 1.5 Use quotation marks correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Capitalize all proper nouns, words	Waist (22); Bears, Bears, Bears, (23); Dogs at Work (27); What's It Like to Be a Fish? (39); A Picture Book of Helen Keller (40); Informal Assessment: Washing the Dog (11); Dogs at Work (27)  <b>1.5-ELA</b> TG: Teaching Tip: Secret Friend (8); The Mystery of the Red Mitten (15); Digby (18)		

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					at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. <b>Spelling</b> <input type="checkbox"/> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ). <input type="checkbox"/> 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.			

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