

Publisher: Houghton Mifflin Company			Program Title: Little Readers for Guided Reading, Kindergarten		
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 Kindergarten	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 checked="" 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"/> 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"/> EA1. Listen attentively to stories and information, and orally identify key details and concepts. <input 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 and respond to oral communication. They speak in clear and coherent sentences. <i>Comprehension</i> <input type="checkbox"/> 1.1 Understand and follow one- and two-step oral directions. <input type="checkbox"/> 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. <input type="checkbox"/> 2.0 Speaking Applications	EI3-ELD TG: Respond: Snow Is Cold (19); Informal Assessment: Go! (22); Dramatization: Come Play with Me (18)	EI1-ELD TG: Introduce: Dad (6); What Letter Do You Hear...?; Read: Look at the Animals (9); Revisit: At the Zoo (14) EI2-ELD TG: Introduce and Respond: My Birthday Party (1); I Can, I Can! (2); The Farm (3); Animals Can (4); Food to Eat (5); Dad (6); I See Colors (7); We Can (8); Look at the Animals (9); Shoes (10); All Kinds of Shoes (11); I Am (12); Cars (13); At the Zoo (14); My School (15); Friends (16); Things I Like (17); Come Play with

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<input type="checkbox"/> pictures). <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 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	<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 by using standard English grammatical forms, sounds, intonation,	(Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Describe people, places, things (e.g., size, color, shape), locations, and	2.1-ELA TG: Revisit: The Farm (3); I Like Cars (21) (13); Hats (25); Classroom Management: I See Colors (7); Teaching Tip: Hats (25)	Me (18); Snow Is Cold (19); Pets (20); I Like Cars (21); Go! (22); Big and Little (23); I Like to Ride (24); Hats (25); What Letter Do You Hear...?

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			supporting elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	<input type="checkbox"/> actions. <input type="checkbox"/> 2.2 Recite short poems, rhymes, and songs. <input checked="" type="checkbox"/> 2.3 Relate an experience or creative story in a logical sequence.	<u>2.3-ELA</u> TG: Informal Assessment: Dad (6), Go! (22)		
					<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 are essential to both sets of skills.			

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					<input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input checked="" type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1.1-ELA TG: Writing: I Can, I Can! (2); Look at the Animals (9) 1.2-ELA TG: Revisit: Animals Can (4); Friends (16); Go! (22); Big and Little (23); Informal Assessment: Look at the Animals (9); All Kinds of Shoes (11); Friends (16). Also, all <i>Introduce</i> include "What letter do you hear?".		

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