

Publisher: Houghton Mifflin Company		Program Title: Little Readers for Guided Reading, Kindergarten	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
X	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 Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input checked="" 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 checked="" type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.  <b>English-Language Arts Content Standards</b>	<input 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 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 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 know about letters, words, and sounds. They apply this knowledge to read simple sentences. <i>Concepts About Print</i> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 1.3 Understand that printed materials provide information. <input type="checkbox"/> 1.4 Recognize that	<b>B2-ELD</b> TG: Introduce: I Can, I Can! (2); Animals Can (4), The Farm (3), Look at the Animals (9); I See Colors (7); Things I Like (17); Shoes (10); All Kinds of Shoes (11); Pets (20); Big and Little (23); Cars (13); Snow Is Cold (19); Come Play with Me (18); Go! (22); I Like to Ride (24)  <b>1.1-ELA</b> TG: Introduce: My Birthday Party (1); I Can, I Can! (2); The Farm (3);	<b>B1-ELD</b> TG: Informal Assessment: Look at the Animals (9); All Kinds of Shoes (11); Pets (20)  <b>1.2-ELA</b> TG: Revisit: I Can, I Can! (2); The Farm (3); Animals Can (4); All Kinds of Shoes (11); Cars (13); Pets (20); I Like to Ride (24); Informal Assessment: Animals Can (4)  <b>1.3-ELA</b> TG: Writing: Food to Eat (5); All Kinds of Shoes (11); Cars (13); Snow Is Cold (19)	

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<input checked="" type="checkbox"/> <b>Kindergarten</b> 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 drawings, words,	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"/> EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).  <b>English-Language Arts Content Standards</b>	<b>Awareness</b> 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ). 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/l/a/t/ = <i>flat</i> ). 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> );	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 each syllable in a word.	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"/> sentences in print are made up of separate words. <input checked="" type="checkbox"/> 1.5 Distinguish letters from words. <input checked="" type="checkbox"/> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. <b>Phonemic Awareness</b> <input type="checkbox"/> 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/). <input checked="" type="checkbox"/> 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and	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 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); Informal Assessment: I Can, I Can! (2); I See Colors (7),	<b>1.6-ELA</b> TG: Revisit: Animals Can (4); All Kinds of Shoes (11)  <b>B1.17-ELD, I.17-ELD, and 1.17-ELA</b> TG: Classroom Management: I Can, I Can! (2); I See Colors (7); Informal Assessment: Hats (25), Go! (22); Respond: I Am (12)  <b>1.8-ELA</b> TG: Introduce: Things I Like (17); Snow Is Cold (19); Pets (20); I Like Cars (21) (13); Big and Little (23); I	

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<input type="checkbox"/> or phrases.  <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 checked="" type="checkbox"/> B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to	<b>Kindergarten:</b> <b>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:</b> <b>Phonemic Awareness</b> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  <b>Fluency and</b>	<input type="checkbox"/> /r/i/ch/ = rich).  <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., Jan., Sun., Mr., St.).  <input type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet.  <b>English-Language</b>	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-syllable nonsense words and regular multisyllable words.	contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., -ite, -ate). 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-consonant-vowel =	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). <input type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> 1.10 Identify and produce rhyming words in response to an oral prompt. <input checked="" type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> 1.12 Track auditorily each word in a	My Birthday Party (1)  <b>1.11-ELA</b> TG: Introduce: 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 Me (18); Snow Is Cold	Like to Ride (24); Revisit: Food to Eat (5); At the Zoo (14); Friends (16)  <b>B7-ELD</b> TG: Respond/ Writing: 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"/> 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 checked="" 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 classroom activities.	<p style="text-align: center;"><b>Systematic Vocabulary Development</b></p> <input type="checkbox"/> EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.  <input checked="" 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	<p style="text-align: center;"><b>Arts Content Standards Kindergarten</b></p> 1.1 Identify the front cover, back cover, and title page of a book. 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. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. <p style="text-align: center;"><b>Grade One</b></p> 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and	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 simple text.  <p style="text-align: center;"><b>English-Language Arts</b></p>	<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> ).  <p style="text-align: center;"><b>Fluency and Systematic Vocabulary Development</b></p> <input type="checkbox"/> A2. Explain common antonyms and synonyms.	<input type="checkbox"/> sentence and each syllable in a word. 1.3 Count the number of sounds in syllables and plurals in words. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to appropriate letters. <input checked="" 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 alphabetic principle). <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.17 Identify and sort	(19); Pets (20); I Like Cars (21); Go! (22); Big and Little (23); I Like to Ride (24) Hats (25)  <p style="text-align: center;"><b>B9-ELD</b></p> Writing: I Can, I Can! (2); Animals Can (4); The Farm (3); Look at the Animals (9); I See Colors (7); Things I Like (17); All Kinds of Shoes (11); Pets (20), Go! (22); I Like to Ride (24)  <p style="text-align: center;"><b>EI4-ELD</b></p> TG: My Birthday Party (1); I Can, I Can! (2); The Farm (3);	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)	

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<input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.  <input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions.  <input checked="" type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.	recognizing and correcting some errors when speaking or reading aloud.  <b>Reading Comprehension</b> <input type="checkbox"/> E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> E18. Draw and label pictures related to a story topic or one's own experience. <input type="checkbox"/> E19. Understand and follow simple two-step directions for classroom activities.	sentences.  <b>Fluency and Systematic Vocabulary Development</b> <input 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>	<b>Content Standards Kindergarten: Decoding and Word Recognition</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 change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One: Decoding and Word</b>	<b>English-Language Arts Content Standards Grade Two</b> 1.7 Understand and explain common antonyms and synonyms. <input type="checkbox"/> A3. Recognize words that have multiple meanings in texts.  <b>English-Language Arts Content Standards Grade Two</b> 1.10 Identify simple multiple-meaning words. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent	<input type="checkbox"/> common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language.  <input type="checkbox"/> <b>2.0 Reading Comprehension</b> Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in	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 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)		

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	<input 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 checked="" 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	<input checked="" type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).  <input type="checkbox"/> 1.6. 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	<b>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> ). 1.12 Use knowledge of vowel digraphs and r-controlled letter- sounds associations to read words.	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.	<i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.  <b>Structural Features of Informational Materials</b> <input checked="" type="checkbox"/> 2.1 Locate the title, table of contents, name of author, and name of illustrator. <input checked="" type="checkbox"/> 2.2 Use pictures and	<b>1.15-ELA</b> TG: Introduce/ Revisit: 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 Me (18); Snow Is Cold (19); Pets (20); I Like Cars (21);	<b>2.1-ELA</b> TG: Introduce: 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 Me (18); Snow Is Cold (19); Pets (20); I Like Cars (21); I Like to Ride (24)	

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	characters by using simple sentences and vocabulary.	<input type="checkbox"/> common objects and events in both general and specific language.  <input type="checkbox"/> 17. Apply knowledge of content-related vocabulary to discussions and reading.  <input checked="" 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	<input type="checkbox"/> 1.13 Read compound words and contractions. <input type="checkbox"/> 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ). <input type="checkbox"/> 1.15 Read common word families (e.g., <i>-ite -ate</i> ). <input type="checkbox"/> 1.16 Read aloud with fluency in a manner that sounds like natural speech.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EA3. Recognize simple antonyms and synonyms	<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 change, so do the sounds (i.e., the alphabetic principle). <b>Grade One</b> <input type="checkbox"/> 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. <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	<input checked="" type="checkbox"/> context to make predictions about story content. <input checked="" type="checkbox"/> 2.3 Connect to life experiences the information and events in texts. <input type="checkbox"/> 2.4 Retell familiar stories. <input type="checkbox"/> 2.5 Ask and answer questions about essential elements of a text.  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature</i> ,	Go! (22); Big and Little (23); I Like to Ride (24) Hats (25)  <b>B11-ELD</b> TG: Informal Assessment: Dad (6); Go! (22); At the Zoo (14)  <b>B13-ELD</b> TG: Writing: My Birthday Party (1); I Can, I Can! (2); The Farm (3); Animals Can (4); Dad (6); I See Colors (7); We Can (8); Look at the Animals (9); All Kinds of Shoes (11); My School (15); Friends	Hats (25); Informal Assessment: I Can, I Can! (2); Animals Can (4); The Farm (3); Look at the Animals (9); I See Colors (7)	

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**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 Kindergarten			
		<input type="checkbox"/> questions about the stories.  <input type="checkbox"/> 110. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> 111. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.  <input type="checkbox"/> 112. Write captions or phrases for drawings related to a story.  <input type="checkbox"/> 113. Understand and follow some multiple-step directions for	(e.g., <i>good, bad; blend, mix</i> ) in stories or games.  <input type="checkbox"/> EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.  <b>English-Language Arts Content Standards Grade Two</b> 1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> .  <input type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary	of vowel diagraphs and <i>r</i> -controlled letter-sound 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.  <b>Grade Two</b> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when	<input type="checkbox"/> <i>Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.1 Distinguish fantasy from realistic text. <input checked="" type="checkbox"/> 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). <input type="checkbox"/> 3.3 Identify characters, settings, and important events.	(16); Things I Like (17); Pets (20); Go! (22); I Like to Ride (24)  <b>EI12-ELD</b> TG: 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		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
		classroom-related activities.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> 114. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.  <input type="checkbox"/> 115. Read simple poetry and use simple sentences in answering factual comprehension questions.	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 and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.	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., Sun., Mr., St.</i> ). 1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i> ) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).  <b>Reading Comprehension</b>			with Me (18); Snow Is Cold (19); Pets (20); I Like Cars (21) (13); Go! (22); Big and Little (23); I Like to Ride (24) Hats (25)  <b>2.2-ELA</b> TG: Introduce: Look at the Animals (9); Friends (16); Pets (20); Revisit: At the Zoo (14); Come Play with Me (18); Snow Is Cold (19)  <b>18-ELD</b> TG: Revisit: Dad (6); also text of Dad (6)	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation	
			<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 them by restating facts and details to clarify ideas.  <b>Literary Response and Analysis</b>	<input type="checkbox"/> 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.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> A8. Read a variety of children's literature and respond to it both		<b>2.3-ELA</b> TG: Respond/ Home Connection: 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 Me (18); Snow Is Cold		

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			<input type="checkbox"/> EA11. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).  <input type="checkbox"/> EA12. Read a literary selection and orally identify the literary elements of plot, setting, and characters.  <input type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.	orally and in writing.  <input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).  <input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.			(19); Pets (20); I Like Cars (21); Go! (22); Big and Little (23); I Like to Ride (24) Hats (25); Writing: I Can, I Can; Animals Can (4); The Farm (3); Look at the Animals (9); I See Colors (7); Things I Like (17); Shoes (10); All Kinds of Shoes (11); Pets (20); Big and Little (23); Cars (13); Snow Is Cold (19); Go! (22); I Like to Ride (24)  <b>2.4-ELA</b> TG: Respond: Snow Is Cold	

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								(19); Informal Assessment: Go! (22)  <b>3.2-ELA</b> TG: Informal Assessment: I Can, I Can! (2); I See Colors (7); Classroom Management: The Farm (3); Writing: I See Colors (7); I Like to Ride (24); Teaching Tip: Go! (22)	

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