

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	
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 Writing Strategies and Applications					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation	
<input type="checkbox"/> B1. Copy the English alphabet legibly.	<input type="checkbox"/> EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.	<input type="checkbox"/> I1. Write short narrative stories that include the elements of setting and characters.	<input type="checkbox"/> EA1. Write short narratives that include elements of setting, characters, and events.	<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"/> Writing 1.0 Writing Strategies Students write words and brief sentences that are legible. <i>Organization and Focus</i>	B4-ELD TG: Writing: Shoes (10); Friends (16); Snow Is Cold (19); I Like Cars (21); Big and Little (23); Hats (25) 1.1-ELA TG: 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);		
<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"/> 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"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	<input type="checkbox"/> EA2. Proceed through the writing process to write short paragraphs that maintain a consistent focus.	<input type="checkbox"/> A2. Write short narratives that describe the setting, characters, objects, and events.	<input checked="" type="checkbox"/> 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.			
<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"/> EI3. Write one to two simple sentences (e.g., "I went to the park").	<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"/> EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<input type="checkbox"/> A3. Produce independent writing by using correct grammatical forms.	<input type="checkbox"/> 1.2 Write consonant-vowel-consonant-words (i.e., demonstrate the alphabetic principle).			
<input checked="" type="checkbox"/> B4. Write a phrase or simple sentence about an experience generated from a group story.		<input type="checkbox"/> I4. Write simple sentences appropriate for language arts and	<input type="checkbox"/> EA4. Write a formal letter.	<input type="checkbox"/> A4. Proceed through the writing	<input type="checkbox"/> 1.3 Write by moving form left to right and from top to bottom. <i>Penmanship</i> 1.4 Write uppercase and lowercase letters of the			

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<input type="checkbox"/> English Language Conventions B5. Use capitalization when writing one's own name.	<input type="checkbox"/> English Language Conventions EI4. Use capitalization to begin sentences and for proper nouns. <input type="checkbox"/> EI5. Use a period or question mark at the end of a sentence. <input type="checkbox"/> EI6. 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. English Language Conventions <input checked="" 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). English Language Conventions <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)	process to write clear and coherent sentences and paragraphs that maintain a consistent focus. English Language Conventions <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	alphabet independently, attending to the form and proper spacing of the letters. Written And Oral English Language Conventions 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. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions	Snow Is Cold (19); Pets (20); I Like Cars (21); Go! (22); Big and Little (23); I Like to Ride (24) Hats (25) I6-ELD TG: 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); Snow Is Cold (19);		

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		without inflections).	<input type="checkbox"/> agreement). EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). English–Language Arts Content Standards <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	that demonstrates a command of the conventions of standard English.	<input type="checkbox"/> Students write and speak with a command of standard English conventions. <i>Sentence Structure</i> <input 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.	Pets (20); I Like Cars (21); Go! (22); Big and Little (23); I Like to Ride (24) Hats (25) 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)		

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						words correctly (e.g., was, were, says, said, who, what, why).							

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