

Publisher: Houghton Mifflin Company			Program Title: Phonics Bookshelf, Level 2		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s		
	Beginning (B)	X	Early Advanced (EA)		
X	Early Intermediate (EI)	X	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			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
<input 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 type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.  <b>English-Language Arts Content Standards</b>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Decoding and Word Recognition</i> <input checked="" type="checkbox"/> 1.1 Recognize and use knowledge of	<b>1.0-ELA</b> Teacher's Manual, (TM), Group Soup; How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and Slim; Moose in the Woods; A Star in the Family; Sports Day; The Greatest Brothers in the World; The	<b>E11-ELD</b> Teacher's Manual, (TM), Oral Reading Sample: Group Soup; How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and Slim; Moose in the Woods; A Star in the Family; Sports Day; The Greatest Brothers in the World; The Animals Call a Meeting; Hounds All Around!; All in	

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<p><b>Kindergarten</b> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p><input type="checkbox"/> B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p><input type="checkbox"/> B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p><input type="checkbox"/> B5. Retell simple stories by using drawings, words, or phrases.</p>	<p>phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><b>Grade One: Phonemic Awareness</b> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p><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).</p> <p><b>English-Language Arts Content Standards Kindergarten:</b></p>	<p><b>Awareness</b> 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>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>).</p> <p>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>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p//a/t/ = <i>splat</i>; /r/l/ch/ = <i>rich</i>).</p>	<p>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).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the</p>	<p>change, so do the sounds (i.e., the alphabetic principle).</p> <p><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.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p>	<p><input type="checkbox"/> spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p><input type="checkbox"/> 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>).</p> <p><input type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p><input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p><input checked="" type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flyes</i>,</p>	<p>Animals Call a Meeting; Hounds All Around!; All in Seven Days; The Animal That Worked; The Farmer's Coins; Anansi's Luckiest Day</p> <p><b>1.1-ELA</b> TM: Group Soup; How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and Slim; Moose in</p>	<p>Seven Days; The Animal That Worked; The Farmer's Coins; Anansi's Luckiest Day</p>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<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>	<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: Phonemic Awareness</b> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  <b>Fluency and Systematic Vocabulary</b>	<input checked="" 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., <i>Jan., Sun., Mr., St.</i> ).  <input type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet.  <b>English-Language Arts Content Standards Kindergarten</b>	<input checked="" type="checkbox"/> number of sounds in syllables and syllables in words. <b>Grade Two</b> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 1.5 Identify and correctly use	<input type="checkbox"/> 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i> ). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech.  <input checked="" type="checkbox"/> <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-	<input type="checkbox"/> <i>wife/wives</i> . 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms. <input checked="" type="checkbox"/> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. <input checked="" type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i> ). <input type="checkbox"/> 1.10 Identify simple multiple-meaning	the Woods; A Star in the Family; Sports Day; Hounds All Around!; All in Seven Days; The Farmer's Coins  <b>11-ELD</b> TM: Oral Reading Sample: Group Soup; How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and Slim; Moose in the Woods; A Star in the Family; Sports Day; The Greatest Brothers in the World; The Animals Call a Meeting; Hounds All Around!; All in Seven Days; The	<b>12-ELD</b> TM: Oral Reading Sample: Group Soup; How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and Slim; Moose in the Woods; A Star in the Family; Sports Day; The Greatest Brothers in the World; The Animals Call a Meeting; Hounds All Around!; All in Seven Days; The	

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<input type="checkbox"/> to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.  <input 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.  <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories	<p style="text-align: center;"><b>Development</b></p> <input type="checkbox"/> EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.  <input 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 recognizing and correcting some errors when	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. <b>Grade One</b> 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and sentences.  <b>Fluency and Systematic</b>	<input checked="" type="checkbox"/> regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).  <input checked="" type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.  EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.  <b>English-Language Arts Content Standards Kindergarten:</b>	<input checked="" type="checkbox"/> vowel = <i>sup/per</i> . 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input checked="" type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> A2. Explain common antonyms and synonyms.  <b>English-Language Arts Content</b>	<input type="checkbox"/> words.  <input type="checkbox"/> <b>2.0 Reading Comprehension</b> Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and	the Woods; A Star in the Family; Sports Day; The Greatest Brothers in the World; The Animals Call a Meeting; Hounds All Around; All in Seven Days; The Animal That Worked; The Farmer's Coins; Anansi's Luckiest Day  <b>1.5-ELA</b> TM: The Animals Call a Meeting; Anansi's Luckiest Day  <b>1.8-ELA</b> TM: Underwater Island	Worked; The Farmer's Coins; Anansi's Luckiest Day	

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<p>read aloud.</p> <p><b>Literary Response and Analysis</b></p> <p><input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p><input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.</p>	<p>speaking or reading aloud.</p> <p><b>Reading Comprehension</b></p> <p><input type="checkbox"/> EI7. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p> <p><input type="checkbox"/> EI8. Draw and label pictures related to a story topic or one's own experience.</p> <p><input type="checkbox"/> EI9. Understand and follow simple two-step directions for classroom activities.</p> <p><input type="checkbox"/> EI10. Orally identify, using key words or phrases, the basic</p>	<p><b>Vocabulary Development</b></p> <p><input type="checkbox"/> 14. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><input type="checkbox"/> 15. Use decoding skills to read more complex words independently.</p> <p><b>English-Language Arts Content Standards Grade One</b></p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of</p>	<p><b>Decoding and Word Recognition</b></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><b>Grade One: Decoding and Word Recognition</b></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends</p>	<p><b>Standards Grade Two</b></p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p><input type="checkbox"/> A3. Recognize words that have multiple meanings in texts.</p> <p><b>English-Language Arts Content Standards Grade Two</b></p> <p>1.10 Identify simple multiple-meaning words.</p> <p><input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><b>English-Language Arts Content</b></p>	<p>complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.</p> <p><i>Structural Features of Informational</i></p>	<p><b>1.9-ELA</b> TM: The Greatest Brother in the World; All in Seven Days</p> <p><b>EA1.1-ELD and A1.1-ELD</b> TM: Group Soup; How Tugboat Made Friends; A Day At the Beach; Gray Snail's Gray Day; Moose in the Woods; Hounds All Around!; The Farmer's Coins</p> <p><b>EA1.5-ELD</b> TM: The Animals Call a Meeting; Anansi's Luckiest Day</p> <p><b>EA1.6-ELD</b> TM: Oral</p>		

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	<input type="checkbox"/> 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 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 characters by using simple sentences and vocabulary.	<input type="checkbox"/> animals, foods, toys).  <input type="checkbox"/> I6. 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 common objects and events in both general and specific language.  <input type="checkbox"/> 17. Apply knowledge of content-related	<input type="checkbox"/> 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 <i>r</i> -controlled letter- sounds 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	<input checked="" type="checkbox"/> <b>Standards Grade Two</b> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.  <input checked="" type="checkbox"/> A5. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.  <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	<input type="checkbox"/> <i>Materials</i> 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 State the purpose in reading (i.e., tell what information is sought). <input type="checkbox"/> 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. <input type="checkbox"/> 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i> ). <input type="checkbox"/> 2.5 Restate facts	Reading Sample: Group Soup; How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and Slim  <b>A1.5-ELD</b> TM: The Animals Call a Meeting; Anansi's Luckiest Day  <b>A4-ELD and EA5-ELD</b> TM: Group Soup;		

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		vocabulary to discussions and reading.  <input 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 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	(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.  <input type="checkbox"/>  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i> ) in stories or games.  EA4. Use simple prefixes and suffixes when they	as letters 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 <i>r</i> -controlled letter-sound associations to read words.	<input type="checkbox"/> and details in the text to clarify and organize ideas. <input type="checkbox"/> 2.6 Recognize cause-and-effect relationships in a text. <input type="checkbox"/> 2.7 Interpret information from diagrams, charts, and graphs. <input type="checkbox"/> 2.8 Follow two-step written instructions.  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements	How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and Slim; Moose in the Woods; A Star in the Family; Sports Day; The Greatest Brothers in the World; The Animals Call a Meeting; Hounds All Around!; All in Seven Days; The Animal That		

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<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)		
<input checked="" type="checkbox"/>	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 2			
		<p>contents, and chapter headings.</p> <p><input type="checkbox"/> 111. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p><input type="checkbox"/> 112. Write captions or phrases for drawings related to a story.</p> <p><input type="checkbox"/> 113. Understand and follow some multiple-step directions for classroom-related activities.</p> <p><b>Literary Response and Analysis</b></p> <p><input type="checkbox"/> 114. Use expanded vocabulary and descriptive words in</p>	<p>are attached to known vocabulary.</p> <p><input checked="" type="checkbox"/> <b>English-Language Arts Content Standards Grade Two</b></p> <p><input checked="" type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i>.</p> <p><input checked="" type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.</p> <p><b>Reading Comprehension</b></p> <p><input type="checkbox"/> EA6. Read text</p>	<p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><input checked="" type="checkbox"/> <b>Grade Two</b></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-</p>	<p>(e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p><input type="checkbox"/> 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the</p>	<p>Worked; The Farmer's Coins; Anansi's Luckiest Day</p> <p><b>A1.8-ELD</b> TM: Underwater Island</p> <p><b>A5-ELD</b> TM: Oral Reading Sample: Group Soup; How the Tugboat Made Friends; A Day at the Beach; Gray Snail's Gray Day; Underwater Island; Hide and Seek; From Cat to Bobcat; The Camping Trip; The Other White Sock; Jack, Chuck, and Dash; Slick and</p>		

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Publisher: Houghton Mifflin Company		Program Title: Phonics Bookshelf, Level 2	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
		<input type="checkbox"/> oral and written responses to simple texts.  <input type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> 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.  <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	<input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ). <input checked="" type="checkbox"/> 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>  <input type="checkbox"/> A6. Prepare an oral or a written summary by using various comprehension strategies (e.g.,	<input type="checkbox"/> impact of, the alternatives. <input type="checkbox"/> 3.3 Compare and contrast different versions of the same stories that reflect different cultures. <input type="checkbox"/> 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	Slim; Moose in the Woods; A Star in the Family; Sports Day; The Greatest Brothers in the World; The Animals Call a Meeting; Hounds All Around!; All in Seven Days; The Animal That Worked; The Farmer's Coins; Anansi's Luckiest Day  <b>EA1.9-ELD</b> TM: The Greatest Brother in the World; All in Seven Days  <b>A1.1-ELD</b> TM: Group Soup; How Tugboat		

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X	Intermediate (I)		

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
			<input type="checkbox"/> 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"/> 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	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 orally and in writing. <input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).		Made Friends; A Day At the Beach; Gray Snail's Gray Day; Moose in the Woods; Hounds All Around!; The Farmer's Coins  <b>A1.5-ELD</b> TM: The Animals Call a Meeting; Anansi's Luckiest Day		

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced	Grade 2	
				<input type="checkbox"/> elements of plot, setting, and characters.	<input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.			
				<input type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.				

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