

Publisher: Houghton Mifflin Company			Program Title: Soar to Success: The Intermediate Intervention Program, Level 5		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s		
<input type="checkbox"/>	Beginning (B)	X	Early Advanced (EA)		
<input type="checkbox"/>	Early Intermediate (EI)	X	Advanced (A)		
X	Intermediate (I)				

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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<input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	<input type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading.	<input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i> ) in literature and texts in content areas.	<input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/> 1.2 Use word origins to determine the meaning of unknown words.	<b>1.0-ELA</b> Guided Preview, TM: 5, 7, 9, 11, 17, 18, 23, 24, 29, 30, 35, 36, 37, 43, 44, 49, 50, 55, 56, 57, 63, 64, 65, 71, 72, 73, 79, 80, 85, 86, 92, 93, 94, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121, 127, 128, 135, 136, 137, 138  <b>17-ELD</b> Guided Preview, TM: 17–18, 29–30, 35–37, 55–57, 71–73, 85–86, 100–101, 108–111, 127–128; Student Guide (SG), 7, 14, 17, 29, 39,	
<input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.	<input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently.	<input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input checked="" type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i> ).	<input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading.	<input type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.		
<input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.	<input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<input type="checkbox"/> I7. Use content-related vocabulary	<input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.	<input type="checkbox"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).		
<input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and	<input type="checkbox"/> EI6. Demonstrate internalization of		<input type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a	<input type="checkbox"/> A7. Read aloud	<input type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context.		
					<input checked="" type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> Students read and understand grade-level-appropriate material. They describe and		

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<input type="checkbox"/> academic settings (e.g., locations, greetings, classroom objects).  <u><b>Reading Comprehension</b></u>  <input type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.  <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.	<input type="checkbox"/> English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  <input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts.  <u><b>Reading Comprehension</b></u>  <input type="checkbox"/> EI8. Read and listen to simple stories and demonstrate understand by using simple sentences to respond to	<input checked="" type="checkbox"/> in discussions and reading.  <input checked="" type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>spea</i> k, <i>spea</i> ker).  <u><b>Reading Comprehension</b></u>  <input checked="" type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives with his family in the forest").  <input checked="" type="checkbox"/> I10. Read text and identify features, such as the title,	<input checked="" type="checkbox"/> bird") and metaphors used in literature and texts in content areas.  <input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  <input type="checkbox"/> EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading.  <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative	<input type="checkbox"/> with appropriate pacing, intonation, and expression narrative and expository texts.  <u><b>Reading Comprehension</b></u>  <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.  <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.  <input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams,	<input type="checkbox"/> connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. 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. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.	48, 59, 63, 75  <u><b>2.0-ELA</b></u> Weekly Lesson Plans, TM: 15–20, 27–32, 33–40, 53–60, 69–76, 83–89, 98–104, 105–114, 125–131  <u><b>19-ELD</b></u> Guided Preview, TM: 5, 7, 9, 11, 17, 18, 23, 24, 29, 30, 35, 36, 37, 43, 44, 49, 50, 55, 56, 57, 63, 64, 65, 71, 72, 73, 79, 80, 85, 86, 92, 93, 94, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121, 127, 128, 135, 136, 137, 138	

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<input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/> explicit detailed questions (e.g., "The bear is brown").	<input type="checkbox"/> table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	<input type="checkbox"/> and expository texts. <b>Reading Comprehension</b> EA10. Describe the main ideas and supporting details of a text.	<input type="checkbox"/> charts, glossaries, indexes, and the like, to locate and draw information from text.	<input checked="" type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	EA7-ELD Revisiting, TM: 5, 7, 9, 11, 17, 18, 23, 24, 29, 30, 35, 36, 37, 43, 44, 49, 50, 55, 56, 57, 63, 64, 65, 71, 72, 73, 79, 80, 85, 86, 92, 93, 94, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121, 127, 128, 135, 136, 137, 138	
<input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.	<input checked="" type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	<input checked="" type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text.	<input type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.	<input type="checkbox"/> 2.2 Analyze text that is organized in sequential or chronological order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
<input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities.	<input checked="" type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.	<input checked="" type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.	<input checked="" type="checkbox"/> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.		
<input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. <b>Literary Response and</b>	<input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.	<input type="checkbox"/> I13. Understand	<input type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and	<b>Literary Response and Analysis</b>	<input type="checkbox"/> 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository Critique</i>		

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<input type="checkbox"/> <b>Analysis</b> <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses. <input type="checkbox"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of	<input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud. <b>Literary Response and Analysis</b> <input type="checkbox"/> EI15. Respond orally to factual comprehension	<input type="checkbox"/> and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <b>Literary Response and Analysis</b> <input type="checkbox"/> I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I16. Apply knowledge of language to derive	<input type="checkbox"/> identify the functions. <input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	<input type="checkbox"/> A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction. <input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. <input type="checkbox"/> A15. Recognize and describe themes stated directly or implied in literary texts. <input checked="" type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text. <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. 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. <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and	29, 35, 55, 71, 85, 100, 108, 127; Guided Preview, TM: 35, 71, 72, 73, 100, 101  <b>11-ELD, EA10-ELD, and 2.3-ELA</b> Main Idea and Details, TM: 100–101; SG: 57; Poster 9  <b>EA11-ELD</b> Question Strategy, TM: 5, 8, 10, 12, 17, 18, 23, 24, 29, 36, 37, 43, 49, 50, 57, 63, 64, 72, 80, 85, 86, 92, 100, 101, 108, 109, 110, 119, 127, 135, 138		

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fairy tales, folktales, myths, and legends.	<input type="checkbox"/> questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Recite simple poems. <input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary work. <input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.	meaning from literary texts and comprehend them.	<b><u>Literary Response and Analysis</u></b> <input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. <input checked="" type="checkbox"/> EA19. Read a literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA20. Identify the motives of characters in a work of fiction.		nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. <input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied	<b><u>I12-ELD and EA12-ELD</u></b> Respond, TM: 36, 128, 137; SG: 20, 78, 83  <b><u>EA19-ELD and A16-ELD</u></b> Respond, TM: 8, 49, 63, 85, 101, 109, 118, 119, 136; Reflection, SG: 5, 26, 35, 49, 60, 65, 68, 82  <b><u>3.2-ELA</u></b> Story Map, TM: 6, 8, 10, 12, 43, 44, 63, 64, 79, 80, 92, 93, 118, 119, 120, 135, 136, 137; SG: 24, 33, 43, 47, 52, 62, 68, 79; Poster 4

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	<input type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.		<input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input checked="" type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-person points of view in a literary text.		<input type="checkbox"/> or stated directly) in sample works. <input type="checkbox"/> 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. <input type="checkbox"/> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	<b>EA22-ELD</b> Story Map, TM: 6, 8, 10, 12, 43, 44, 63, 64, 79, 80, 92, 93, 118, 119, 120, 135, 136, 137; SG: 24, 33, 43, 47, 52, 62, 68, 79; Poster 4		

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