

Publisher: Houghton Mifflin Company		Program Title: Watch Me Read, 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 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 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 checked="" 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	B2-ELD First Day of School (1); Magic Paint (2); Surprise! (3); Snow Fun (4); The Horse's Hat (5); Have a Hug (6); Pig Pals (7); The Cake (8); Hands Can Do Anything (9); Hot Soup! (10); Can We Go? (11); Bird and Lizard (12) EI3-ELD First Day of School (1); Magic Paint (2); Surprise! (3); Snow Fun (4); The Horse's Hat (5); Have a Hug (6); Pig Pals (7); The Cake (8); Hands Can Do Anything (9); Hot Soup! (10);	I1-ELD First Day of School (1); Magic Paint (2); Surprise! (3); Snow Fun (4); The Horse's Hat (5); Have a Hug (6); Pig Pals (7); The Cake (8); Hands Can Do Anything (9); Hot Soup! (10); Can We Go? (11); Bird and Lizard (12) EI2-ELD First Day of School (1); Magic Paint (2); Surprise! (3); Snow Fun (4); The Horse's Hat (5); Have a Hug (6); Pig Pals (7); The Cake (8); Hands Can Do Anything (9); Hot Soup! (10); Can We Go? (11); Bird and Lizard (12)
<input checked="" type="checkbox"/> B2. Answer simple questions with one- to two-word responses.	<input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences.	<input type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular,					
<input type="checkbox"/> B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing	<input checked="" type="checkbox"/> EI3. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> EI4. Orally communicate basic						

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English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
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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 checked="" type="checkbox"/> needs (e.g., "May I get a drink?"). <input checked="" 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 checked="" 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,	<input type="checkbox"/> (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 type="checkbox"/> 2.1 Describe people, places, things (e.g., size, color, shape), locations, and	Can We Go? (11); Bird and Lizard (12) EI5-ELD First Day of School (1); Magic Paint (2) I5-ELD First Day of School (1); Magic Paint (2); Surprise! (3); Snow Fun (4); The Horse's Hat (5); Have a Hug (6); Pig Pals (7); The Cake (8); Hands Can Do Anything (9); Hot Soup! (10); Can We Go? (11); Bird and Lizard (12)		

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			supporting elements (e.g., "Which part of the story was the most important?").	pitch, and modulation.	<input checked="" type="checkbox"/> actions. <input checked="" 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>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.	<u>2.2-ELA</u> First Day of School (1); Magic Paint (2) <u>2.3-ELA</u> First Day of School (1); Magic Paint (2); The Horse's Hat (5); Bird and Lizard (12)		

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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 type="checkbox"/> 1.1 Recognize and use complete, coherent sentences when speaking. <i>Spelling</i> <input type="checkbox"/> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.			

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