

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Primary Reading – LEXIA-PR		
ELD Proficiency Levels:			FOR LEA USE ONLY 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)				

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> I2. 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/). Grade One:	<input checked="" type="checkbox"/> Word Analysis 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). English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EA2. Track (move sequentially from sound to sound) and represent	<input checked="" type="checkbox"/> Word Analysis 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). English-Language Arts content Standards Kindergarten <input type="checkbox"/> A2. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words).	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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>Concepts About Print</i>	<i>Legend: Lexia's software programs are organized into levels. Each level consists of multiple activities. Each activity consists of multiple units. Each unit consists of one or more screens. Students must proceed through the levels, activities, units, and screens in order; they cannot move up until they have demonstrated mastery of a prior skill. Through the ADMIN console built into the software, teachers may elect to start a student at some level/activity/unit other than the first ones. Reviewers may find this feature useful in examining higher levels/activities/units/screen without completing each screen. An accompanying Teacher's Guide (TG) provides additional content.</i>		

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<input type="checkbox"/> Kindergarten <input type="checkbox"/> B3. Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using	<input type="checkbox"/> three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> EI3. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness <input checked="" type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> EI5. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants).	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input checked="" type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends. <input checked="" type="checkbox"/> I5. 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>). <input checked="" type="checkbox"/> I6. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>).	<input type="checkbox"/> changes in simple 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). <input type="checkbox"/> EA3. Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> EA4. Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> EA5. Track	<input type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One <input checked="" type="checkbox"/> A5. 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 checked="" type="checkbox"/> A6. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> A7. Use knowledge of	<input checked="" type="checkbox"/> 1.1 Match oral words to printed words. <input type="checkbox"/> 1.2 Identify the title and author of a reading selection. <input checked="" type="checkbox"/> 1.3 Identify letters, words, and sentences. Phonemic Awareness <input checked="" type="checkbox"/> 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input type="checkbox"/> 1.6 Create and state a series of rhyming words,	EI4-ELD, EI5-ELD, EI8-ELD - Level One, Sounds to Letters, Units 1-28 - Lexia Primary Reading Teacher's Guide (TG), Level 1 (L1), Sounds to Letters, p. 4.5 EI1-ELD (produced on computer), EI4-ELD, EI5-ELD, EI8-ELD, I16-ELD & 1.4-ELA - Level One, Consonant Castle, Units 1-12 - TG, L1, Consonant Castle, p. 4.6 (continued)		

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<input type="checkbox"/> drawings, words, or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication	<input type="checkbox"/> English-Language Arts Content Standards Kindergarten: Phonemic Awareness <input type="checkbox"/> EI6. 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 type="checkbox"/> EI7. Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness	<input type="checkbox"/> 17. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). <input checked="" type="checkbox"/> 18. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input type="checkbox"/> 19. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	<input type="checkbox"/> auditorily each word in a sentence and each syllable in a word. <input type="checkbox"/> EA6. Count the number of sounds in syllables and syllables in words. Grade Two <input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-	<input checked="" type="checkbox"/> vowel digraphs and r-controlled letter-sound associations to read words. <input checked="" type="checkbox"/> A8. Read compound words and contractions. <input checked="" type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). <input type="checkbox"/> A10. Read common word families (e.g., -ite, -ate). <input type="checkbox"/> A11. Read aloud with fluency in a manner that sounds like natural speech. Grade Two	<input type="checkbox"/> including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an). <input checked="" type="checkbox"/> 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat). <input checked="" type="checkbox"/> 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). Decoding and Word Recognition <input checked="" type="checkbox"/> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends	EI10-ELD, I16-ELD, I16-ELD, I17-ELD, I19-ELD, EA17-ELD, EA26-ELD, A6-ELD, A27-ELD & 1.0-ELA, 1.11-ELA - Level One, Sight Word Search I, Units 1-28 - TG, L1, Sight Word Search I, p. 4.7 EI5-ELD - Level One, Short Vowel Match, Units 1-7 - TG, L1, Short Vowel Match, p. 4.9 (continued)		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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-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>).	EI1-ELD (produced on computer), EI4-ELD, EI5-ELD, EI8-ELD, I6, ELD, I16-ELD & 1.1-ELA, 1.4-ELA, 1.8-ELA - Level Two, Sounds to Letters II, Units 1-20 - TG, L2, Sounds to Letters II, p. 4.11 EI1-ELD (produced on computer), EI4-ELD, EI5-ELD, EI6-ELD, I-6ELD & 1.4-ELA - Level Two, Consonant Blast, Units 1-15 - TG, L2, Consonant Blast, p. 4.12
<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
(e.g., matching objects, pointing to an answer, drawing pictures). B9. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. B10. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). B11. Understand and follow simple one-step directions for classroom	EI8. Distinguish initial, medial, and final sounds in single-syllable words. Fluency and Systematic Vocabulary Development EI9. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. EI10. Read simple vocabulary, phrases, and sentences independently. EI11. Read aloud an increasing number of English words.	I10. Recognize and name all uppercase and lowercase letters of the alphabet. English-Language Arts Content Standards Kindergarten I11. Identify the front cover, back cover, and title page of a book. I12. Follow words from left to right and from top to bottom on the printed page. I13. Understand that printed materials provide information. I14. Recognize that sentences in print	consonant-vowel = <i>su/per</i> ; vowel-consonant/ consonant-vowel = <i>sup/per</i> . EA9. Decode two-syllable nonsense words and regular multisyllable words. EA10. Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). EA11. Read aloud fluently and accurately and with appropriate intonation and	A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. A13. 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>). A14. Decode two-syllable nonsense words and regular multisyllable words. A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	(continued)		

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<input type="checkbox"/> activities. <input type="checkbox"/> B12. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B13. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B14. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/> EI12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> EI13. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> EI14. Draw and label pictures related to a story topic or one's own experience.	<input type="checkbox"/> are made up of separate words. <input type="checkbox"/> I15. Distinguish letters from words. <input checked="" type="checkbox"/> Grade One <input checked="" type="checkbox"/> I16. Match spoken words to printed words. <input checked="" type="checkbox"/> I17. Identify letters, words, and sentences. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by	<input type="checkbox"/> expression. <input type="checkbox"/> EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. <input type="checkbox"/> English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition <input type="checkbox"/> EA13. Match all consonant and short-vowel sounds to appropriate letters.	<input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> A17. Explain common antonyms and synonyms. <input type="checkbox"/> English-Language Arts Content Standards Grade Two <input type="checkbox"/> A18. Understand and explain common antonyms and synonyms.	<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. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension	EI10-ELD, EI11-ELD (Silent Reading), I16-ELD, I17-ELD, I19-ELD, EA17-ELD, EA26-ELD, A6-ELD, A27-ELD & 1.0-ELA (Silent Reading), 1.3-ELA, 1.4-ELA, 1.8-ELA, 1.9-ELA, 1.11-ELA - Level Two, Sight Word Search II, Units 1-28 - TG, L2, Sight Word Search II, p. 4.14 - Level Three, Sight Word Search III, Units 1-26 - TG, L3, Sight Word Search III, p. 4.19 - Level Four, Sight Word Search IV, Units 1-26 - TG, L4, Sight Word Search IV, p. 4.25 - Level Five, Sight Word Search V, Units 1-26 - TG, L5, Sight Word Search V, p. 4.33	

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	<input type="checkbox"/> EI15. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI16. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> EI17. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI18. Respond orally to factual comprehension questions about stories by answering in simple sentences.	<input checked="" type="checkbox"/> I19. Use decoding skills to read more complex words independently. English-Language Arts Content Standards Grade One <input type="checkbox"/> I20. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> I21. Use more complex vocabulary and sentences to communicate needs	<input type="checkbox"/> EA14. Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> EA15. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word Recognition <input checked="" type="checkbox"/> EA16. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel	<input type="checkbox"/> A19. Recognize words that have multiple meanings in texts. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A20. Identify simple multiple-meaning words. <input type="checkbox"/> A21. Apply knowledge of academic and social vocabulary to achieve independent reading. English-Language Arts Content Standards Grade Two <input type="checkbox"/> A21. Use knowledge	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 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,	EI1-ELD (produced on computer), EI4-ELD, EI5-ELD, EI8-ELD, I16-ELD & 1.1-ELA, 1.4-ELA - Level Two, Short Vowel Bridge, Units 1-11 - TG, L2, Short Vowel Bridge, p. 4.15 EI10-ELD, EI11-ELD (Silent Reading), I16-ELD, I17-ELD, EA17-ELD, EA26-ELD, A6-ELD, A27-ELD & 1.0-ELA (Silent Reading), 1.11-ELA - Level Two, Picture-Word Match, Units 1-12 - TG, L2, Picture-Word Match, p. 4.16 (continued)	

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	<input type="checkbox"/> EI19. Recite simple poems. <input type="checkbox"/> EI20. Identify orally the setting and characters by using simple sentences and vocabulary.	and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I22. Describe common objects and events in both general and specific language. <input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading.	<input checked="" type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. <input checked="" type="checkbox"/> EA19. Read compound words and contractions. <input checked="" type="checkbox"/> EA20. Read	<input type="checkbox"/> A22. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. English-Language Arts Content Standards Kindergarten <input type="checkbox"/> A23. Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> A24. Read simple one-syllable and high-frequency words (i.e., sight words).	<input type="checkbox"/> including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal. <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Identify text that uses sequence or other logical order. <input type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	EI1-ELD (produced on computer), EI4-ELD, EI5-ELD, EI6-ELD, EA21-ELD, A10-ELD, A31-ELD & 1.0-ELA (Silent Reading), 1.1-ELA, 1.4-ELA, 1.7-ELA, 1.8-ELA, 1.11-ELA - Level Three, Sound Change, Units 1-10 - TG, L3, Sound Change, p. 4.18 (continued)	

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		<input type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). Reading Comprehension <input type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories. <input type="checkbox"/> I26. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	<input checked="" type="checkbox"/> EA21. Read common word families (e.g., <i>-ite -ate</i>). <input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad</i> ;	<input type="checkbox"/> A25. Understand that as letters change, so do the sounds (i.e., the alphabetic principle). Grade One <input checked="" type="checkbox"/> A26. 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 checked="" type="checkbox"/> A27. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> A28. Use knowledge of vowel diagraphs	<input type="checkbox"/> 2.2 Respond to <i>who, what, when, where, and how</i> questions. <input type="checkbox"/> 2.3 Follow one-step written instructions. <input type="checkbox"/> 2.4 Use context to resolve ambiguities about word and sentence meanings. <input type="checkbox"/> 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). <input type="checkbox"/> 2.6 Relate prior knowledge to textual information. <input type="checkbox"/> 2.7 Retell the central ideas of simple expository or narrative passages.	3.0 Literary	EI4-ELD, EI5-ELD, EI8-ELD, I3-ELD, I6-ELD, I16-ELD, I19-ELD, EA16-ELD, EA26-ELD, A5-ELD, A26-ELD & 1.0-ELA (Silent Reading), 1.1-ELA, 1.4-ELA, 1.5-ELA, 1.8-ELA, 1.10-ELA - Level Three, Silent-E Switch, Units 1-21 - TG, L3, Silent-E Switch, p. 4.20 - Level Three, Silent-E Score, Units 1-14 - TG, L3, Silent-E Score, p. 4.22 (continued)	

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✓	Intermediate (I)				

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
		<input type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences. <input type="checkbox"/> I28. Write captions or phrases for drawings related to a story. Understand and follow some multiple-step directions for classroom-related activities. Literary Response and Analysis <input type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.	<input checked="" type="checkbox"/> EA24. Use simple prefixes and suffixes when they are attached to known vocabulary. English-Language Arts Content Standards Grade Two <input checked="" type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>). <input checked="" type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary	<input type="checkbox"/> and <i>r</i> -controlled letter-sound associations to read words. <input checked="" type="checkbox"/> A29. Read compound words and contractions. <input type="checkbox"/> A30. Read inflectional forms (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>) and root words (e.g., <i>look</i> , <i>looked</i> , <i>looking</i>). <input checked="" type="checkbox"/> A31. Read common word families (e.g., <i>-ite</i> , <i>-ate</i>). <input type="checkbox"/> A32. Read aloud with fluency in a manner that sounds like natural speech. Grade Two <input type="checkbox"/> A33. Recognize and	<input type="checkbox"/> Response and Analysis 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 (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. <input type="checkbox"/> <i>Narrative Analysis</i>	E14-ELD, E15-ELD, E18-ELD, E10-ELD, I6-ELD, I8-ELD, I16-ELD, I17-ELD, I19-ELD, EA26-ELD, A5-ELD, A26-ELD & 1.0-ELA (Silent Reading), 1.1-ELA, 1.3-ELA, 1.8-ELA - Level Three, Fast Find, Units 1-10 - TG, L3, Fast Find, p. 4.21 (continued)		

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
		<input type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> to begin independent reading. Reading Comprehension <input type="checkbox"/> EA27. 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"/> EA28. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. <input type="checkbox"/> EA29. Write a brief	<input type="checkbox"/> use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> A34. 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>). <input type="checkbox"/> A35. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A36. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).	<input type="checkbox"/> <i>of Grade-level-Appropriate Text</i> 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. <input type="checkbox"/> 3.2 Describe the roles of authors and illustrators and their contributions to print materials. 3.3 Recollect, talk, and write about books read during the school year.	EI4-ELD, EI5-ELD, EI10-ELD, EI11-ELD (Silent Reading), I6-ELD, I8-ELD, I16-ELD, I17-ELD, I19-ELD, EA1-ELD, EA16-ELD, EA17-ELD, EA26-ELD, A1-ELD, A5-ELD, A6-ELD, A26-ELD, A27-ELD & 1.0-ELA(Silent Reading), 1.1-ELA, 1.3-ELA, 1.4-ELA, 1.8-ELA, 1.10-ELA, 1.11-ELA - Level Four, Word Hunt, Units 1-20 - TG, L4, Word Hunt, p. 4.24 (continued)		

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✓	Intermediate (I)				

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Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
			<input type="checkbox"/> summary (three or four complete sentences) of a story. EA30. Read and use basic text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and Analysis <input type="checkbox"/> EA32. Read short poems and orally	<input type="checkbox"/> A37. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension <input type="checkbox"/> A38. 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"/> A39. Locate and use text features, such as the title, table of		E14-ELD, E15-ELD, E18-ELD, E10-ELD, E11-ELD (Silent Reading), I6-ELD, I8-ELD, I16-ELD, I17-ELD, I18-ELD, EA26-ELD, A5-ELD, A6-ELD, A7-ELD, A26-ELD, A27-ELD, A28-ELD & 1.0-ELA(Silent Reading), 1.1-ELA, 1.3-ELA, 1.4-ELA, 1.10-ELA, 1.11-ELA, 1.12-ELA - Level Four, Word Stairs, Units 1-13 - TG, L4, Word Stairs, p. 4.26 - Level Four, Pirate Ship, Units 1-13 - TG, L4, Pirate Ship, p. 4.27 (continued)	

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✓	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 1			
			<input type="checkbox"/> identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> EA33. Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input type="checkbox"/> EA34. Read a story and identify the beginning, middle, and end.	<input type="checkbox"/> contents, chapter headings, diagrams, and index. Literary Response and Analysis <input type="checkbox"/> A40. Read a variety of children’s literature and respond to it both orally and in writing. <input type="checkbox"/> A41. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A42. Compare and contrast different authors’ use of literary elements.			EI4-ELD, EI5-ELD, EI8-ELD, EI11-ELD (Silent Reading), I19-ELD, I20-ELD, EA1-ELD, EA16-ELD, EA17-ELD, EA18-ELD, EA26-ELD, A5-ELD, A6-ELD, A7-ELD, A26-ELD, A27-ELD, A28-ELD, & 1.10-ELA, 1.11-ELA, 1.12-ELA - Level Four, Group It I, Units 1-13 - TG, L4, Group It I, p. 4.28 - Level Five, Group It II, Units 1-13 - TG, L5, Group It II, p. 4.35 (continued)	

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✓	Early Intermediate (EI)	✓	Advanced (A)		
✓	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 1			
							EI4-ELD, EI5-ELD, EI8-ELD, EI11-ELD (Silent Reading), I3-ELD, I5-ELD, I6-ELD, I7-ELD, I17-ELD, I19-ELD, EA16-ELD, EA17-ELD, EA18-ELD, EA20-ELD, A5-ELD, A6-ELD, A7-ELD, A26-ELD, A27-ELD & 1.0-ELA (Silent Reading), 1.3-ELA, 1.4-ELA, 1.7-ELA, 1.8-ELA, 1.9-ELA, 1.10-ELA, 1.11-ELA - Level Five, Super Change, Units 1-15 - TG, L5, Super Change, p. 4.30 (continued)	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
							E11-ELD (produced on computer), E110-ELD, E111-ELD (Silent Reading), I8-ELD, I17-ELD, I19-ELD, EA1-ELD, EA16-ELD, EA17-ELD, EA18-ELD, EA20-ELD, EA24-ELD, EA25-ELD, A1-ELD, A5-ELD, A6-ELD, A7-ELD, A9-ELD, A26-ELD, A27-ELD, A8-ELD & 1.0-ELA, 1.10-ELA, 1.11-ELA, 1.14-ELA - Level Five, Add It!, Units 1-10 - TG, L5, Add It!, p. 4.31	
							(continued)	

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✓	Early Intermediate (EI)	✓	Advanced (A)				
✓	Intermediate (I)						

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Grades K-2 ELD Reading						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 1	Primary Citation	Supporting Citation
											E11-ELD (produced on computer), E14-ELD, E110-ELD, E111-ELD (Silent Reading), I8-ELD, I17-ELD, I19-ELD, EA1-ELD, EA16-ELD, EA17-ELD, EA18-ELD, EA19-ELD, EA26-ELD, A1-ELD, A5-ELD, A6-ELD, A7-ELD, A8-ELD, & 1.0-ELA, 1.3-ELA, 1.8-ELA, 1.10-ELA, 1.11-ELA, 1.12-ELA, 1.13-ELA - Level Five, Elevator, Units 1-15 - TG, L5, Elevator, p. 4.34	

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