

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia 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 2			
<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 checked="" 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 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>Decoding and Word Recognition</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.		

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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 drawings, words,	<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 type="checkbox"/> EI4. Distinguish initial, medial, and final sounds in single-syllable words. <input 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 type="checkbox"/> Phonemic Awareness <input type="checkbox"/> I3. Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input type="checkbox"/> I4. Create and say a series of rhyming words, including consonant blends. <input 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 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 auditorily each	<input type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One <input 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 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 vowel digraphs and r-	<input checked="" type="checkbox"/> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" 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>). <input checked="" type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> 1.4 Recognize common abbreviations (e.g.,	E11-ELD (produced on computer) - Level One, Consonant Castle, Units 1-12 - Teachers Guide (TG), Level 1 (L1), Consonant Castle, p. 4.6 E11-ELD (produced on computer), EA12-ELD & 1.0-ELA (Silent Reading) - Level One, Sight Word Search I, Units 1-28 - TG, L1, Sight Word Search I, p. 4.7 (continued)		

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<input type="checkbox"/> 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 (e.g., matching objects, pointing to	<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. <input type="checkbox"/> 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 type="checkbox"/> 18. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. <input type="checkbox"/> English-Language Arts Content Standards Grade Two: Decoding and Word Recognition <input type="checkbox"/> 19. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> 110. Recognize and	<input type="checkbox"/> 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. <input checked="" type="checkbox"/> Grade Two <input checked="" type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" type="checkbox"/> EA8. Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-	<input type="checkbox"/> controlled letter-sound associations to read words. <input type="checkbox"/> A8. Read compound words and contractions. <input type="checkbox"/> A9. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>). <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. <input checked="" type="checkbox"/> Grade Two <input checked="" type="checkbox"/> A12. Recognize and use knowledge of	<input checked="" type="checkbox"/> <i>Jan., Sun., Mr., St.</i> . <input type="checkbox"/> 1.5 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"/> 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	E11-ELD (produced on computer), & 1.0-ELA (Silent Reading) - Level Two, Sounds to Letters II - TG, L2, Sounds to Letters II, p. 4.11 - Level Two, Short Vowel Bridge, Units 1-11 - TG, L2, Short Vowel Bridge, p. 4.15 E11-ELD (produced on computer) & 1.0-ELA (Silent Reading) - Level Two, Consonant Blast, Units 1-15 - TG, L2, Consonant Blast, p. 4.12 (continued)		

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<input type="checkbox"/> 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. <input type="checkbox"/> B10. Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B12. Identify, using key words or	<input type="checkbox"/> E18. Distinguish initial, medial, and final sounds in single-syllable words. Fluency and Systematic Vocabulary Development <input type="checkbox"/> E19. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input type="checkbox"/> E110. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> E111. Read aloud an increasing number of English words.	<input type="checkbox"/> name all uppercase and lowercase letters of the alphabet. English-Language Arts Content Standards Kindergarten <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> I13. Understand that printed materials provide information. <input type="checkbox"/> I14. Recognize that sentences in print are made up of separate words.	<input checked="" type="checkbox"/> consonant/ consonant-vowel = <i>sup/per</i> . <input checked="" type="checkbox"/> EA9. Decode two-syllable nonsense words and regular multisyllable words. <input checked="" type="checkbox"/> EA10. 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"/> EA11. Read aloud fluently and accurately and with appropriate intonation and expression. <input checked="" type="checkbox"/> EA12. Recognize	<input checked="" type="checkbox"/> spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" type="checkbox"/> 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>). <input checked="" type="checkbox"/> A14. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A15. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input checked="" type="checkbox"/> A16. Identify and correctly use regular	<input checked="" type="checkbox"/> in unknown compound words to predict their meaning. 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 words. 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and	EA7-ELD, EA12-ELD & 1.0-ELA (Silent Reading), 1.1-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 EA12-ELD, EA26-ELD, A21-ELD & 1.0-ELA (Silent Reading) - Level Two, Picture-Word Match, Units 1-12 - TG, L2, Picture-Word Match, p. 4.16		

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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 type="checkbox"/> EI19. Recite simple	<input 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 and express ideas in a wider variety of social and academic settings (e.g., classroom	<input type="checkbox"/> (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 type="checkbox"/> EA16. 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	<input type="checkbox"/> 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"/> A22. Use knowledge of individual words in unknown compound words to predict their meaning.	<input type="checkbox"/> 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. <input type="checkbox"/> <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. <input type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	EI1-ELD (produced on computer), EA7-ELD, EA26-ELD, A12-ELD, A21-EDL, A34-ELD & 1.0-ELA (Silent Reading), 1.1-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 - Level Three, Fast Find, Units 1-10 - TG, L3, Fast Find, p. 4.21 - Level Five, Super Change, Units 1-15 - TG, L5, Super Change, p. 4.30 (continued)	

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	<p>poems.</p> <p><input type="checkbox"/> EI21. Identify orally the setting and characters by using simple sentences and vocabulary.</p>	<p>discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p><input type="checkbox"/> I22. Describe common objects and events in both general and specific language.</p> <p><input type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p><input type="checkbox"/> I24. Recognize simple prefixes and suffixes when they are attached to known vocabulary</p>	<p><input type="checkbox"/> words.</p> <p><input type="checkbox"/> EA17. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input type="checkbox"/> EA18. Use knowledge of vowel digraphs and <i>r</i>-controlled letter- sounds associations to read words.</p> <p><input type="checkbox"/> EA19. Read compound words and contractions.</p> <p><input type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p>	<p><input type="checkbox"/> A23. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p><input type="checkbox"/> A24. Match all consonant and short-vowel sounds to appropriate letters.</p> <p><input type="checkbox"/> A25. Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p><input type="checkbox"/> A26. Understand that as letters change, so do the sounds (i.e., the alphabetic principle).</p>	<p><input type="checkbox"/> 2.2 State the purpose in reading (i.e., tell what information is sought).</p> <p><input type="checkbox"/> 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.</p> <p><input type="checkbox"/> 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).</p> <p><input type="checkbox"/> 2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p><input type="checkbox"/> 2.6 Recognize cause-and-effect relationships in a</p>	<p>E11-ELD (produced on computer), EA7-ELD, EA12-ELD, EA26-ELD, A12-ELD, A21-EDL, A34-ELD & 1.0-ELA (Silent Reading), 1.1-ELA</p> <p>- Level 4, Word Hunt, Units 1-20</p> <p>- TG, L4, Word Hunt, p. 4.24</p> <p>- Level Four, Word Stairs, Units 1-13</p> <p>- TG, L4, Word Stairs, p. 4.26</p> <p>- Level Four, Pirate Ship, Units 1-13</p> <p>- TG, L4, Pirate Ship, p. 4.27</p> <p>(continued)</p>		

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		<p>(e.g., <i>remove, jumping</i>).</p> <p>Reading Comprehension</p> <p><input type="checkbox"/> I25. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p> <p><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.</p> <p><input type="checkbox"/> I27. Draw inferences about stories read aloud and use simple phrases or sentences to</p>	<p><input type="checkbox"/> EA21. Read common word families (e.g., <i>-ite -ate</i>).</p> <p><input type="checkbox"/> EA22. Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Fluency and Systematic Vocabulary Development</p> <p><input type="checkbox"/> EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p><input type="checkbox"/> EA24. Use simple prefixes and</p>	<p>Grade One</p> <p><input type="checkbox"/> A27. 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><input type="checkbox"/> A28. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p><input type="checkbox"/> A29. Use knowledge of vowel diagraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p><input type="checkbox"/> A30. Read compound words and</p>	<p>text.</p> <p>2.7 Interpret information from diagrams, charts, and graphs.</p> <p>2.8 Follow two-step written instructions.</p> <p>3.0 Literary 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</i></p>	<p>EA26-ELD, A21-ELD & 1.0-ELA (Silent Reading) - 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</p> <p>(continued)</p>	

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		<input type="checkbox"/> 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 type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual comprehension	<input checked="" type="checkbox"/> 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-, un-, -ing, -ly</i>). <input checked="" type="checkbox"/> EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. Reading Comprehension	<input type="checkbox"/> contractions. <input type="checkbox"/> A31. Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> A32. Read common word families (e.g., <i>-ite, -ate</i>). <input type="checkbox"/> A33. Read aloud with fluency in a manner that sounds like natural speech. Grade Two <input checked="" type="checkbox"/> A34. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input checked="" type="checkbox"/> A35. Apply knowledge of basic	<input type="checkbox"/> <i>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 of Grade-Level-Appropriate Text</i> 3.1 Compare and contrast plots, settings, and characters presented by different authors. <input type="checkbox"/> 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. <input type="checkbox"/> 3.3 Compare and contrast different	EA1-ELD (produced on computer), EA7-ELD, EA8-ELD, EA9-ELD, EA10-ELD, EA12-ELD, EA25-ELD, EA26-ELD, A1-ELD, A12-ELD, A13-ELD, A14-ELD, A16-ELD, A21-ELD, A34-ELD, A35-ELD, A36-ED, A38-ELD & 1.0-ELA(Silent Reading), 1.1-ELA, 1.3-ELA - Level Five, Add It!, Units 1-10 - TG, L5, Add It!, p. 4.31 (continued)		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Primary Reading – LEXIA-PR		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
	Beginning (B)	✓	Early Advanced (EA)		
✓	Early Intermediate (EI)	✓	Advanced (A)		
✓	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 2			
		questions.	<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 summary (three or four complete sentences) of a story. <input type="checkbox"/> EA30. Read and use basic text	syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). <input checked="" type="checkbox"/> A36. Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> A37. Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input checked="" type="checkbox"/> A38. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension	versions of the same stories that reflect different cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	EA1-ELD (produced on computer), EA7-ELD, EA8-ELD, EA9-ELD, EA12-ELD, A1-ELD, A12-ELD, A13-ELD, A14-ELD, A21-ELD, A22-ELD, A34-ELD, A35-ELD, A36-ED & 1.0-ELA (Silent Reading), 1.1-ELA, 1.2-ELA, 1.3-ELA, 1.8-ELA, 1.9ELA - Level Five, Elevator, Units 1-15 - TG, L5, Elevator, p. 4.34		

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

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

Grades K-2 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
						<input type="checkbox"/>	features, such as the title, table of contents, and chapter headings. EA31. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.	<input type="checkbox"/>	A39. 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"/>	Literary Response and Analysis EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	<input type="checkbox"/>	A40. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis				
						<input type="checkbox"/>	EA33. Read a literary selection	<input type="checkbox"/>	A41. Read a variety of children’s literature and respond to it both				

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	Beginning (B)	✓	Early Advanced (EA)				
✓	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 2		Primary Citation	Supporting Citation
						<input type="checkbox"/>	and orally identify the literary elements of plot, setting, and characters.	<input type="checkbox"/>	orally and in writing.				
						<input type="checkbox"/>	EA34. Read a story and identify the beginning, middle, and end.	<input type="checkbox"/>	A42. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).				
								<input type="checkbox"/>	A43. Compare and contrast different authors' use of literary elements.				

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