

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Primary Reading – LEXIA-PR		
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)				

**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 Kindergarten			
<input type="checkbox"/> <b>Word Analysis</b>  B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.  <input type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.  <b>English-Language Arts Content</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>  <input checked="" type="checkbox"/> EI2. Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	<input 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>  <input checked="" 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/).  <b>Grade One:</b>	<input checked="" 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>  <input checked="" type="checkbox"/> EA2. Track (move sequentially from sound to sound) and represent	<input checked="" 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>  <input checked="" type="checkbox"/> A2. Match all consonant and short-vowel sounds to appropriate letters.  <input checked="" type="checkbox"/> A3. Read simple one-syllable and high-frequency words (i.e., sight words).	<input checked="" type="checkbox"/> <b>Reading</b>  <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.  <i>Concepts About Print</i>  <input type="checkbox"/> 1.1 Identify the front cover, back cover, and title page of a book.  <input checked="" type="checkbox"/> 1.2 Follow words from left to right and from top to bottom on the printed page.	<p><i><b>Legend:</b> 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></p>		

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<input type="checkbox"/> <b>Standards Kindergarten</b>  <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"/> 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.  <b>Grade One: Phonemic Awareness</b>  <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).	<b>Phonemic Awareness</b>  <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 checked="" 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 checked="" 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	<input checked="" type="checkbox"/> A4. Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One</b>  <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	<input checked="" type="checkbox"/> 1.3 Understand that printed materials provide information.  <input checked="" type="checkbox"/> 1.4 Recognize that sentences in print are made up of separate words.  <input checked="" type="checkbox"/> 1.5 Distinguish letters from words.  <input type="checkbox"/> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. <i>Phonemic Awareness</i>  <input checked="" type="checkbox"/> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and	<b>EI1-ELD, EI2-ELD, EI6-ELD &amp; 1.0-ELA, 1.7-ELA</b> - Level One, Sounds to Letters, Units 1-28 - Teachers Guide (TG), Level 1 (L1), Sounds to Letters, p. 4.5 - Level Two, Sounds to Letters II, Units 1-20 - TG, L2, Sounds to Letters II, p. 4.12  <b>EI1-ELD, EI2-ELD, EI6-ELD, I2-ELD, EA2 ELD &amp; 1.0-ELA, 1.5-ELA, 1.7-ELA</b> - Level One, Consonant Castle, Units 1-12 - TG, L1, Consonant Castle, p. 4.6  (continued)		

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<input type="checkbox"/> B6. Retell simple stories by using 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"/> <b>Reading Comprehension</b>  <input type="checkbox"/> B8. Respond orally to stories read aloud, using physical actions and other means	<input checked="" type="checkbox"/> <b>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</b>  <input checked="" 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.  <b>Grade One: Phonemic</b>	<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.  <b>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</b>  <input type="checkbox"/> 19. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	<input checked="" type="checkbox"/> ending sounds.  <input checked="" type="checkbox"/> EA5. Track 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.  <b>Grade Two</b>  <input type="checkbox"/> EA7. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.  <input type="checkbox"/> EA8. Apply	<input type="checkbox"/> vowel digraphs and r-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., 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.  <b>Grade Two</b>	<input type="checkbox"/> three isolated phonemes (e.g., /f, s, th/, /j, d, j/).  <input type="checkbox"/> 1.8 Track (move sequentially from sound to sound) and represent 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 checked="" type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables.  <input type="checkbox"/> 1.10 Identify and	<b>I13-ELD, I14-ELD, I15-ELD, EA14-ELD, A3-ELD, A24-ELD &amp; 1.3-ELA, 1.4-ELA, 1.5-ELA, 1.12-ELA</b> - Level One, Sight Word Search I - TG, L1, Sight Word Search I, p. 4.7  <b>EI-1ELD &amp; 1.5-ELA, 1.14-ELA</b> - Level One, Short Vowel Match, Units 1-7 - TG, L1, Short Vowel Match, p. 4.9  (continued)		

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<input type="checkbox"/> of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).  <input type="checkbox"/> 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"/> <b>Awareness</b>  EI8. Distinguish initial, medial, and final sounds in single-syllable words.  <input type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  EI9. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.  <input type="checkbox"/> EI10. Read simple vocabulary, phrases, and sentences independently.  <input type="checkbox"/> EI11. Read aloud an	<input type="checkbox"/> I10. Recognize and name all uppercase and lowercase letters of the alphabet.  <b>English-Language Arts Content Standards Kindergarten</b>  <input type="checkbox"/> I11. Identify the front cover, back cover, and title page of a book.  <input checked="" type="checkbox"/> I12. Follow words from left to right and from top to bottom on the printed page.  <input checked="" type="checkbox"/> I13. Understand that printed materials provide information.  <input checked="" type="checkbox"/> I14. Recognize that sentences in print	<input type="checkbox"/> 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"/> EA9. Decode two-syllable nonsense words and regular multisyllable words.  <input 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	<input type="checkbox"/> A12. Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.  <input 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 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 type="checkbox"/> produce rhyming words in response to an oral prompt.  <input type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.  <input checked="" type="checkbox"/> 1.12 Track auditorily each word in a sentence and each syllable in a word.  <input checked="" type="checkbox"/> 1.13 Count the number of sounds in syllables and syllables in words. <i>Decoding and Word Recognition</i>  <input checked="" type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to	<b>EI2-ELD, EI6-ELD, I2-ELD, EA2-ELD, A3-ELD, A4-ELD, A24-ELD, A-25ELD &amp; 1.0-ELA, 1.4-ELA, 1.5-ELA, 1.7-ELA, 1.8-ELA, 1.11-ELA, 1.16-ELA</b> - Level Two, Consonant Blast, Units 1-15 - TG, L2, Consonant Blast, p. 4.12  (continued)		

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<input type="checkbox"/> B11. Understand and follow simple one-step directions for classroom activities.  <input type="checkbox"/> B12. Identify, using key words or pictures, the basic sequence of events in stories read aloud.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> B13. Listen to a story and respond orally in one or two words to factual comprehension questions.	<input type="checkbox"/> increasing number of English words.  <input type="checkbox"/> EI12. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  <b>Reading Comprehension</b>  <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	<input checked="" type="checkbox"/> are made up of separate words.  <input checked="" type="checkbox"/> I15. Distinguish letters from words. <b>Grade One</b>  <input type="checkbox"/> I16. Match spoken words to printed words.  <input type="checkbox"/> I17. Identify letters, words, and sentences.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> I18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and	<input type="checkbox"/> aloud fluently and accurately and with appropriate intonation and expression.  EA12. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.  <b>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</b>  <input checked="" type="checkbox"/> EA13. Match all consonant and	<input type="checkbox"/> A16. Identify and correctly use regular plurals (e.g., -s, -es, -fes) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> A17. Explain common antonyms and synonyms.  <b>English-Language Arts Content Standards Grade Two</b>  <input type="checkbox"/> A18. Understand and explain common antonyms and synonyms.	<input checked="" type="checkbox"/> appropriate letters.  <input checked="" type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).  <input checked="" type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <i>Vocabulary and Concept Development</i>  <input checked="" type="checkbox"/> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).  <input type="checkbox"/> 1.18 Describe common objects and events in both	<b>A3-ELD, A24-ELD &amp; 1.3-ELA, 1.4-ELA, 1.5-ELA, 1.12-ELA</b> - 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  (continued)		

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B14. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/> EI15. Understand and follow simple two-step directions for classroom activities.  <input type="checkbox"/> EI15. 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.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EI18. Respond orally to factual comprehension	<input type="checkbox"/> I19. Use decoding skills to read more complex words independently.  <b>English-Language Arts Content Standards Grade One</b>  <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	<input checked="" type="checkbox"/> short-vowel sounds to appropriate letters.  <input checked="" 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).  <input type="checkbox"/> <b>Grade One: Decoding and Word Recognition</b>  <input type="checkbox"/> EA16. Generate the sounds from	<input type="checkbox"/> Recognize words that have multiple meanings in texts.  <b>English-Language Arts Content Standards Grade Two</b>  <input type="checkbox"/> A19. Identify simple multiple-meaning words.  <input type="checkbox"/> A20. Apply knowledge of academic and social vocabulary to achieve independent reading.  <b>English-Language Arts Content Standards Grade Two</b>  <input type="checkbox"/> A21. Use knowledge	<input type="checkbox"/> general and specific language.  <input type="checkbox"/> <b>2.0 Reading Comprehension</b> Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of	<b>EI1-ELD, EI2-ELD, EI6-ELD, I2-ELD, I15-ELD, EA13-ELD, EA14-ELD, EA15-ELD, A2-ELD, A3-ELD, A4-ELD, A23-ELD, A24-ELD, A25-ELD &amp; 1.0-ELA, 1.5-ELA, 1.7-ELA, 1.8-ELA, 1.9-ELA, 1.13-ELA, 1.14-ELA, 1.15-ELA, 1.16-ELA</b> - Level Two, Short Vowel Bridge, Units 1-11 - TG, L2, Short Vowel Bridge, p. 4.15  <b>EI1-ELD, I13-ELD, I14-ELD, I15-ELD, EA14-ELD, A3-ELD, A24-ELD &amp; 1.0-ELA, 1.2-ELA, 1.3-ELA, 1.4-ELA, 1.12-ELA, 1.15-ELA</b> - Level Two, Picture-Word Match, Units 1-12 - TG, L2, Picture-Word Match, p. 4.16		

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	<p>questions about stories by answering in simple sentences.</p> <p><input type="checkbox"/> EI19. Recite simple poems.</p> <p><input type="checkbox"/> EI20. Identify orally the setting and characters by using simple sentences and vocabulary.</p>	<p>a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p><b>English-Language Arts Content Standards Kindergarten</b></p> <p><input type="checkbox"/> I22. Describe common objects and events in both general and specific language.</p> <p><input checked="" type="checkbox"/> I23. Apply knowledge of content-related vocabulary to discussions and reading.</p>	<p>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"/> 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>of individual words in unknown compound words to predict their meaning.</p> <p><input type="checkbox"/> A22. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.</p> <p><b>English-Language Arts Content Standards Kindergarten</b></p> <p><input checked="" type="checkbox"/> A23. Match all consonant and short-vowel sounds to appropriate letters.</p> <p><input checked="" type="checkbox"/> A24. Read simple one-syllable and high-frequency words (i.e., sight words).</p>	<p>Education, 1996) illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Informational Materials</i></p> <p><input type="checkbox"/> 2.1 Locate the title, table of contents, name of author, and name of illustrator. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 2.2 Use pictures and context to make predictions about story content.</p> <p><input type="checkbox"/> 2.3 Connect to life</p>	<p><b>EI1-ELD, EI2-ELD, I2-ELD, I15-ELD, EA2-ELD, EA3-ELD, EA6-ELD, EA13-ELD, EA14-ELD, EA15-ELD, A2-ELD, A3-ELD, A4-ELD, A23-LD, A24-ELD, A25-ELD &amp; 1.8-ELA, 1.9-ELA, 1.13-ELA, 1.14-ELA, 1.15-ELA, 1.16-ELA</b></p> <p>- Level Three, Sound Change, Units 1-10 - TG, L3, Sound Change, p. 4.18</p> <p>(continued)</p>		

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
		<input checked="" type="checkbox"/> I24. 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"/> 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 type="checkbox"/> EA19. Read compound words and contractions.  <input type="checkbox"/> EA20. Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).  <input 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.  <input type="checkbox"/> <b>Fluency and Systematic Vocabulary</b>	<input checked="" type="checkbox"/> A25. Understand that as letters change, so do the sounds (i.e., the alphabetic principle).  <b>Grade One</b>  <input 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 type="checkbox"/> A27. Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).  <input type="checkbox"/> A28. Use knowledge	<input type="checkbox"/> experiences the information and events in texts.  <input type="checkbox"/> 2.4 Retell familiar stories.  <input type="checkbox"/> 2.5 Ask and answer questions about essential elements of a text.  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i>	<b>EI1-ELD, EI2-ELD, EI6-ELD, I2-ELD, EA2-ELD, EA3-ELD, EA6-ELD, EA13-ELD, EA14-ELD, EA15-ELD, A2-ELD, A3-ELD, A4-ELD, A23-ELD, A24-ELD, A25-ELD &amp; 1.5-ELA, 1.7-ELA, 1.8-ELA, 1.9-EL, 1.13-ELA, 1.14-ELA, 1.15-ELA, 1.16-ELA</b>  - 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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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
		<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.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> I29. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.	<input type="checkbox"/> <b>Development</b>  EA23. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i> ) in stories or games.  <input type="checkbox"/> EA24. Use simple prefixes and suffixes when they are attached to known vocabulary.  <input type="checkbox"/> <b>English-Language Arts Content Standards Grade Two</b>  <input type="checkbox"/> EA25. Know the meaning of simple prefixes and suffixes e.g.,	<input type="checkbox"/> of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.  <input type="checkbox"/> A29. Read compound words and contractions.  <input type="checkbox"/> A30. Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).  <input type="checkbox"/> A31. Read common word families (e.g., <i>-ite, -ate</i> ).  <input type="checkbox"/> A32. Read aloud with fluency in a manner that sounds like natural speech.  <b>Grade Two</b>	<input type="checkbox"/> illustrate the quality and complexity of the materials to be read by students. <i>Narrative Analysis of Grade-Level-Appropriate Text</i>  <input type="checkbox"/> 3.1 Distinguish fantasy from realistic text.  <input type="checkbox"/> 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).  <input type="checkbox"/> 3.3 Identify characters, settings, and important events.	<b>A3-ELD, A24-ELD &amp; 1.3-ELA, 1.4-ELA, 1.5-ELA</b> - Level Three, Fast Find, Units 1-10 - TG, L3, Fast Find, p. 4.21  <b>EI1-ELD, EI2-ELD, EI6-ELD, I2-ELD, I12-ELD, I13-ELD, I14-ELD, EA2-ELD, EA13-ELD, EA14-ELD, A2-ELD, A3-ED, A23-ELD, A24-ELD &amp; 1.0-EA, 1.2-ELA, 1.3-ELA, 1.4-ELA, 1.7ELA, 1.12-ELA, 1.14-ELA</b> - Level Four, Word Hunt, Units 1-20 - TG, L4, Word Hunt, p. 4.24  (continued)		

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Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
		<input type="checkbox"/> I30. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> <i>over-, un-, -ing, -ly</i> .  EA26. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.  <b>Reading Comprehension</b>  <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.  EA28. Read stories and orally	<input type="checkbox"/> A33. Recognize and 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> ).		<b>EI1-ELD, EI2-ELD, EI6-ELD, I2-ELD, I13-ELD, I15-ELD, EA2-ELD, EA3-ELD, EA4-ELD, I13-ELD, I14-ELD, I15-ELD, A2-ELD, A3-ELD, A4-ELD, A23-ELD, A24-ELD, A25-ELD &amp; 1.0-ELA, 1.3-ELA, 1.4-ELA, 1.5-ELA, 1.8-ELA, 1.9-ELA, 1.12-ELA, 1.14-ELA, 1.15-ELA, 1.16-ELA</b> - Level 4, 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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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
			<input type="checkbox"/> 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 features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> EA31. Read stories and texts from content areas and	<input type="checkbox"/> A37. Identify and correctly use regular plurals (e.g., -s, -es, -fes) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).  <b>Reading Comprehension</b>  <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		<b>EI1-ELD, EI2-ELD, EI16-ELD, I2-ELD, I13-ELD, I23-ELD, EA1-ELD, EA3-ELD, EA13-ELD, EA14-ELD, A1-ELD, A3-ELD, A23-ELD, A24-ELD &amp; 1.3-ELA, 1.14-ELA, 1.15-ELA, 1.17-ELA</b> - Level 4, Group It I, Units 1-13 - TG, L4, Group It I, p. 4.28 - Level 5, Group It II, Units 1-13 - TG, L5, Group It II, p. 4.35  (continued)	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten	Primary Citation	Supporting Citation
			<input type="checkbox"/> respond orally to them by restating facts and details to clarify ideas.  <b>Literary Response and Analysis</b>  EA32. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).  <input type="checkbox"/> Read a literary selection and orally identify the literary elements of plot, setting, and characters.  EA33. Read a story and identify the beginning, middle, and end.	the title, table of contents, chapter headings, diagrams, and index.  <b>Literary Response and Analysis</b>  <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.		<b>EI1-ELD, EI2-ELD, EI6-ELD, I2-ELD, I15-ELD, EA2-ELD, EA3-ELD, EA13-ELD, EA14-ELD, EA15-ELD, A2-ELD, A3-ELD, A4-ELD, A23-ELD, A24-ELD, A25-ELD &amp; 1.5-ELA, 1.7-ELA, 1.8-ELA, 1.9-ELA, 1.14-ELA, 1.15-EL, 1.16-ELA</b> - Level 5, Super Change, Units 1-15 - TG, L5, Super Change, p. 4.30  <b>EI1-ELD, I24-ELD, EA1-ELD, EA14-ELD, A1-ELD, A3-ELD, A24-ELD &amp; 1.0ELA, 1.3-ELA, 1.4-ELA, 1.15ELA</b> - Level 5, Add It!, Units 1-10 - TG, L5, Add It!, p. 4.31  (continued)	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade Kindergarten	Primary Citation	Supporting Citation
											EA1-ELD, EA14-ELD, A1-ELD, A3-ELD, A24- ELD & 1.0ELA, 1.15-ELA - Level Five, Elevator, Units 1-15 - TG, L5, Elevator, p. 4.34	

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