

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Strategies for Older Students – LEXIA-SOS		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
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<input checked="" type="checkbox"/>	Intermediate (I)				

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input checked="" type="checkbox"/> Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., a in <i>cat</i> and final consonants). <input checked="" type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input checked="" type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input checked="" type="checkbox"/> I4. Use knowledge of English morphemes,	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <input checked="" type="checkbox"/> Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	EI1-ELD (silently) & 1.1-ELA - Level One, Short Vowel Key, Units 1-7 - Teachers Guide (TG), Level 1 (L1), Short Vowel Key, p. 30 - Level One, Consonant Blast, Units 1-19 - TG, L1, Consonant Blast, p. 31 - Level One, Master b,p,d, Units 1-16 - TG, L1, Master b,p,d, p. 34 - Level One, Short Vowel Trap, Units 1-12 - TG, L1, Short Vowel Trap, p. 36 EI1 (silently), EI2-ELD, EI4-ELD & 1.1-ELA - Level One, Short Vowel Spin, Units 1-9 - TG, L1, Short Vowel Spin, p. 37	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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<input type="checkbox"/> social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> <u>Reading Comprehension</u> B8. Respond orally to stories read aloud by giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words	<input type="checkbox"/> E16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> E17. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate	<input checked="" type="checkbox"/> related vocabulary in discussions and reading. <input checked="" type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> 19. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”). <input type="checkbox"/> 110. Read text and	<input checked="" type="checkbox"/> (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <input type="checkbox"/> <u>Reading Comprehension</u> <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.	Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate		E11-ELD (silently), E12-ELD, E14-ELD, E15-ELD, E10-ELD, I2-ELD, E14-ELD & 1.1-ELA - Level Two, Letter Switch, Units 1-22 - TG, L2, Letter Switch, p. 40 E11-ELD (silently), E10-ELD & 1.1-ELA - Level Two, E-Maze, Units 1-27 - TG, L2, E-Maze, p. 41 - Level Four, Detect & File, Units 1-22 - TG, L4, Detect & File, p. 56 - Level Four, Syllable Puzzler, Units 1-12 - TG, L4, Syllable Puzzler, p. 59 (continued)	

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<input type="checkbox"/> and/or phrases. <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/> under-stand by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one’s own experience by using simple sentences. <input checked="" type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic	<input type="checkbox"/> identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. <input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences.	<input type="checkbox"/> complex narrative and expository texts. <u>Reading Comprehension</u> <input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one’s personal experience. <input type="checkbox"/> EA13. Locate text features, such as	<input type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input type="checkbox"/> A11. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/> narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal. <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, illustrations, charts, maps) make information accessible and usable. <input type="checkbox"/> 2.2 Analyze text that is organized in sequential or chronological order. <input type="checkbox"/> 2.3 Discern main ideas and concepts presented in texts, identifying and	EI1-ELD (silently) & 1.1-ELA - Level Two, Search & Spell, Units 1-20 - TG, L2, Search & Spell, p. 43 EI1-ELD (silently) & 1.1 ELA, 1.4 ELA - Level Three, Quick Link, Units 1-10 - TG, L3, Quick-Link, p. 52 EI1-ELD (silently), EI2-ELD, EI4-ELD, EI5-ELD, I2-ELD, I4-ELD & 1.1-ELA - Level Two, Find & Combine, Units 1-15 - TG, L2, Find & Combine, p. 44 (continued)		

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<input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B15. Distinguish between fiction and nonfiction by giving one- or two-word oral responses.	<input checked="" type="checkbox"/> sequence of events in text that one reads. <input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud.	<input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	<input type="checkbox"/> format, diagrams, charts, glossaries, and indexes, and identify the functions. <input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential		<input type="checkbox"/> assessing evidence that supports those ideas. <input type="checkbox"/> 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository Critique</i> <input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text. 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through</i>	EI1 (silently), EI2-ELD, EI5-ELD, EI10-ELD, I2-ELD, I4-ELD, I13-ELD, EA2-ELD & 1.1-ELA - Level Two, Picture It, Units 1-15 - TG, L2, Picture It, p. 45 EI1-ELD (silently), EI2-ELD, EI4-ELD, EI5-ELD, I2-ELD, EA2-ELD, EA7-ELD & 1.1-ELA - Level Three, Sea Hunt, Units 1-26 - TG, L3, Sea Hunt, p. 48 (continued)		

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B16. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.			<input type="checkbox"/> or chronological order and cause and effect. <u>Literary Response and Analysis</u> <input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. Read a literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA19. Identify the		<input type="checkbox"/> <i>Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and	EI1-ELD (silently), EI2-ELD, EI4-ELD, EI5-ELD, EI10-ELD, I2-ELD, I4-ELD, I13-ELD, EA2-ELD, EA7-ELD, A4-ELD & 1.1-ELA - Level Three, At the Mall, Units 1-9 - TG, L3, At the Mall, p. 49 EI1-ELD (silently), EI2-ELD, EI4-ELD, EI5-ELD, EI10-ELD, I2-ELD, I4-ELD, I8-ELD, I13-ELD, EA2-ELD, EA4-ELD, EA7-ELD, A2-ELD, A4-ELD & 1.1-ELA - Level Three, Add It, Units 1-10 - TG, L3, Add It, p. 51 (continued)		

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			<input type="checkbox"/> motives of characters in a work of fiction. <input type="checkbox"/> EA20. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA21. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA22. Read a literary selection and orally identify the main conflict in the plot and its resolution. <input type="checkbox"/> EA23. Recognize the difference between the first-person and third-person points of		<input type="checkbox"/> appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. <input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. <input type="checkbox"/> 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	EI2-ELD, EI4-ELD, EI5-ELD, EI10-ELD, I2-ELD, I4-ELD, EA2-ELD, EA4-ELD, EA7-ELD, A2-ELD, A4-ELD & 1.1-ELA - Level Three, Trails West, Units 1-18 - TG, L3, Trails West, p. 53 EI1-ELD (silently), EI10-ELD & 1.1-ELA - Level Four, Detect & File, Units 1-22 - TG, L4, Detect & File, p. 56 EI1-ELD (silently), EI2-ELD, EI4-ELD, EI5-ELD, EI10-ELD, I2-ELD, EA2-ELD, EA7-ELD, A4-ELD & 1.1-ELA - Level Four, Success!, Units 1-12 - TG, L4, Success!, p. 59		

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							EI1-ELD (silently), EI2-ELD, EI4-ELD, EI5-ELD, EI10-ELD, I2-ELD, I4-ELD, I8-ELD, EA2-ELD, EA4-ELD, EA7-ELD, A2-ELD & 1.1-ELA, 1.2-ELA, 1.3-ELA, 1.4-ELA - Level Five, Greek Combining Forms, Units 1-11 - TG, L5, Greek Combining Forms, p. 72	

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