

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		
<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)	<input type="checkbox"/>			

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

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
<input type="checkbox"/> Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. <input type="checkbox"/> Fluency and Systematic Vocabulary Development B3. Read aloud simple words presented in literature and subject-matter	<input type="checkbox"/> Word Analysis EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input checked="" type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input checked="" type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.	<input checked="" type="checkbox"/> Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development I3. Use a standard	<input checked="" type="checkbox"/> Word Analysis EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA3. Use knowledge of English	<input checked="" 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. <input checked="" type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have	<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	<p>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.</p>		

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<input type="checkbox"/>	texts; demonstrate comprehension by using one to two words or simple-sentence responses.	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development	<input checked="" type="checkbox"/>	dictionary to determine meanings of unknown words.	<input type="checkbox"/>	expository text fluently and accurately and with appropriate pacing, intonation, and expression.	1.1-ELA - Level One: Short Vowel Key, Units 1-7 - Teachers Guide (TG), Level 1 (L1). Short Vowel Key, p. 30 - Level Two: Search & Spell, Units 1-20 - TG, L2, Search & Spell, p. 43 14-ELD (phonics), EA3-ELD (phonics), EA6-ELD & 1.1-ELA - Level One: Consonant Blast, Units 1-19 - TG, L1, Consonant Blast, p. 31 (continued)
<input type="checkbox"/>	B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	<input checked="" type="checkbox"/>	EI4. Use knowledge of literature and content areas to understand unknown words.	<input type="checkbox"/>	14. Use knowledge of English morphemes, phonics, and syntax to decode text.	<input checked="" type="checkbox"/>	A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	
<input type="checkbox"/>	B5. Create a simple dictionary of words frequently used by the student.	<input type="checkbox"/>	EI5. Read simple paragraphs and passages independently.	<input checked="" type="checkbox"/>	15. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas.	<input type="checkbox"/>	A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	
<input type="checkbox"/>	B6. Retell stories by using phrases and sentences.	<input type="checkbox"/>	EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or	<input checked="" type="checkbox"/>	16. Demonstrate internalization of English grammar, usage, and word choice by	<input type="checkbox"/>	A6. Use a standard dictionary to	
				<input checked="" type="checkbox"/>	EA6. Use decoding	<input type="checkbox"/>	1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	
						<input checked="" type="checkbox"/>	1.4 Monitor expository text for	

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<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. Read simple text and orally respond to factual comprehension questions by using key words or phrases. <input type="checkbox"/> B9. Understand and follow simple multiple-step oral	<input type="checkbox"/> reading aloud. <input type="checkbox"/> E17. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. <input type="checkbox"/> E18. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> E19. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual	<input checked="" type="checkbox"/> recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input type="checkbox"/> I8. Recognize that some words have multiple meanings. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension	<input type="checkbox"/> skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. <input checked="" type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. <input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> determine the meaning of unknown words. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas. <input type="checkbox"/> A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers,	<input type="checkbox"/> unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. <input type="checkbox"/> 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>). <input type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) <input type="checkbox"/> Students read and understand grade-level appropriate material. They describe and connect the essential ideas,	1.1-ELA - Level One: Master b, d, p, Units 1-16 - TG, L1, Master b,d,p p. 34 - Level One: Short Vowel Trap, Units 1-12 - TG, L1, Short Vowel Trap, p. 36 - Level One: Short Vowel Spin, Units 1-9 - TG, L1, Short Vowel Spin, p. 37 E15-ELD, I4- ELD (phonics, syntax), EA3-ELD (phonics, Syntax), EA6-ELD & 1.1-ELA - Level Two: Letter Switch, Units -122 - TG, L2, Letter Switch, p. 40 (continued)	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<input type="checkbox"/> directions for classroom or work-related activities. <input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts. <input type="checkbox"/> B12. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B13. Use pictures,	<input type="checkbox"/> comprehension questions. <input type="checkbox"/> EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI11. Identify and orally explain categories of familiar informational materials by using simple sentences. <input type="checkbox"/> EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in	<input type="checkbox"/> questions. <input type="checkbox"/> I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. <input type="checkbox"/> I12. Identify and use detailed sentences to	<input type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g.,	<input type="checkbox"/> magazines, signs, textbooks). <input type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). Literary Response and Analysis <input type="checkbox"/> A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.	<input type="checkbox"/> 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	I4-ELD (phonics), EA3-ELD (phonics), EA6-ELD (decoding skills) & 1.1-ELA - Level Two: E-Maze, Units 1-27 - TG, L2, E-Maze, p. 41 EI5-ELD, I4-ELD (phonics, syntax), EA3-ELD, EA6-ELD (decoding) & 1.1-ELA - Level Two: Find & Combine, Units -15 - TG, L2, Find & Combine, p. 44 I4-ELD (phonics, syntax), EA3-ELD (phonics, syntax), EA6-ELD (decoding skills) & 1.1-ELA, 1.4-ELA - Level Two: Picture It, Units 1-20 - TG, L2, Picture It, p. 45	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6								
<input type="checkbox"/>	lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.	<input type="checkbox"/>	content areas by using simple sentences. EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.	<input type="checkbox"/>	explain orally the differences among some categories of informational materials. I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).	<input type="checkbox"/>	warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks). Literary Response and Analysis	<input type="checkbox"/>	A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).	<input type="checkbox"/>	narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.	EI15-ELD, I4-ELD (phonics, syntax), EA3-ELD, EA6-ELD (decoding) & 1.1-ELA - Level 3: Sea Hunt, Units 1-26 - TG, L3, Sea Hunt, p. 48	
<input type="checkbox"/>	B14. Orally identify examples of fact and opinion and cause and effect in simple texts.	<input type="checkbox"/>	EI14. Orally identify the factual components of simple informational materials by using key words or phrases.	<input type="checkbox"/>	I14. Use expanded vocabulary and descriptive words	<input type="checkbox"/>	EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.	<input type="checkbox"/>	A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.	<input type="checkbox"/>	<i>Structural Features of Informational Materials</i> 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	EI15-ELD, I4-ELD (phonics, syntax), EA3 (phonics, syntax), EA6-ELD & 1.1-ELA - Level 3: At the Mall, Units 1-9 - TG, L3, At the Mall, p. 49	
<input type="checkbox"/>	Literary Response and Analysis B15. Respond orally in one or two words to factual comprehension questions about	<input checked="" type="checkbox"/>	Literary Response and Analysis	<input type="checkbox"/>		<input type="checkbox"/>	EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences.	<input type="checkbox"/>	A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).	<input type="checkbox"/>	2.2 Analyze text that uses the compare-and-	EI2-ELD, EI15-ELD, I1-ELD, I4-ELD, EA1-ELD, EA3-ELD, EA6-ELD, A1-ELD & 1.1-ELA, 1.4-ELA - Level 3: Add It, Units 1-10 - TG, L3, Add It, p. 51	
<input type="checkbox"/>									A14. Compare and				

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<input type="checkbox"/> simple literary texts. <input type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and phrases. <input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <input type="checkbox"/> B19. Create	<input type="checkbox"/> E115. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> E116. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> E117. Read a selection and orally identify the speaker or narrator. <input type="checkbox"/> E118. Identify the difference in points of view between first person and third person by using simple	<input type="checkbox"/> in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay). <input type="checkbox"/> I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. <input type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences. <input type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences. <input type="checkbox"/> EA17. Read a literary selection and orally explain	<input type="checkbox"/> contrast the motivation and reactions of characters across a variety of literary texts. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input type="checkbox"/> contrast organizational pattern. <input type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. <input type="checkbox"/> 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. <input type="checkbox"/> 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports	I4-ELD (phonics), EA3-ELD (phonics), EA6-ELD (decoding skills) & 1.1-ELA - Level 3: Quick Link, Units 1-10 - TG, L3, Quick Link, p. 52 EI2-ELD (silent), EI5-ELD, I1-ELD (silent), I4-ELD, EA3-ELD, EA6-ELD, A4-ELD & 1.1-ELA, 1.4-ELA - Level 3: Trails West, Units 1-18 - TG, L3, Trails West, p. 53 (continued)		

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<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	Grade 6	Primary Citation	Supporting Citation	
<input type="checkbox"/> pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry. B20. Recite simple poems.	<input type="checkbox"/> sentences. EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences. EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.		<input type="checkbox"/> the literary elements of plot, setting, and characters by using detailed sentences. EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.		<input type="checkbox"/> club, league membership). <i>Expository Critique</i> 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. 3.0 Literary Response and Analysis	EI5-ELD, I4-ELD (phonics), I7-ELD (phonics) & 1.1-ELA - Level 4: Detect and File, Units 1-22 - TG, L4, Detect and File, p. 56 - Level 4: Syllable Puzzler, Units 1- 12 - TG, L4, Syllable Puzzler, p. 59 EI2-ELD, EI15-ELD, I1-ELD, I4-ELD, EA3-ELD, A4 & 1.1-ELA - Level 4: Success!, Units 1-12 - TG, L4, Success!, p. 57 (continued)		

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					<input type="checkbox"/> <p>Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. <i>Structural Features</i></p>	<p>EI2-ELD (silent), EI4-ELD, EI5-ELD, I1-ELD (silent), I4-ELD, I6-ELD, EA1-ELD, EA3-ELD, EA6-ELD, EA8-ELD A1-ELD, A4-ELD & 1.1-ELA</p> <p>- Level 4: Winners Old and New, Units 1-19 - TG, L4, Winners Old and New, p. 60</p> <p>(continued)</p>		

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					<input type="checkbox"/> <i>of Literature</i> 3.1 Identify the forms of fiction and describe the major characteristics of each form. <input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. <input type="checkbox"/> 3.3 Analyze the influence of setting on the problem and its resolution. 3.4 Define how tone or meaning is conveyed in poetry	EI2-ELD (silent reading), EI5-ELD, I1-ELD, I4-ELD (morphemes, phonics), I7-ELD, EA1-ELD, EA2-ELD, EA3-ELD (morphemes, phonics), EA6-ELD, EA8-ELD, A1-ELD, A2-ELD, A4-ELD & 1.1-ELA - Level 5: Anglo-Saxon, Units 1-12 - TG, L5, Anglo-Saxon, p. 64 - Level 5: Latin affixes, Units 1-21 - TG, L5, Latin affixes, p. 65 - Level 5: Special Accents, Units 1-10 - TG, L5, Special Accents, p. 68 (continued)		

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					<input type="checkbox"/> through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography). <input type="checkbox"/> 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. 3.7 Explain the effects of common literary devices (e.g., symbolism,	EI2-ELD (silent reading), EI3-ELD, EI5-ELD, I1-ELD, I2-ELD, I4-ELD, EA1-ELD, EA2-ELD, EA3-ELD, EA4-ELD, EA6-ELD, A1-ELD, A2-ELD, A4-ELD & 1.1-ELA, 1.3-ELA, 1.4-ELA - Level 5: Meaning and Structures, Units 1-10 - TG, L5, Meaning Structures, p. 70 - Level 5: Greek, Units 1-11 - TG, L5, Greek, p. 72		

*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: Strategies for Older Students – LEXIA-SOS			
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 6-8 ELD Reading Standards								ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced				Grade 6
										imagery, metaphor) in a variety of fictional and nonfictional texts. <i>Literary Criticism</i> 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction.		

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