

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Strategies for Older Students – LEXIA-SOS		
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)	<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								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8	Primary Citation	Supporting Citation		
<input type="checkbox"/>	<b>Word Analysis</b>	<input type="checkbox"/>	<b>Word Analysis</b>	<input checked="" type="checkbox"/>	<b>Word Analysis</b>	<input checked="" type="checkbox"/>	<b>Word Analysis</b>	<input checked="" type="checkbox"/>	<b>Word Analysis</b>	<input checked="" type="checkbox"/>	<b>Reading</b>			
<input type="checkbox"/>	B1. Recognize and correctly pronounce most English phonemes while reading aloud.	<input type="checkbox"/>	EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.	<input checked="" type="checkbox"/>	I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	<input checked="" type="checkbox"/>	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"/>	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"/>	<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	<p><i><b>Legend:</b> Lexia's software programs are organized into <b>levels</b>. Each level consists of multiple <b>activities</b>. Each activity consists of multiple <b>units</b>. Each unit consists of one or more <b>screens</b>. 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>		
<input type="checkbox"/>	B2. Recognize the most common English morphemes in phrases and simple sentences.	<input checked="" type="checkbox"/>	EI2. Use common English morphemes in oral and silent reading.	<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 checked="" type="checkbox"/>	EA2. Distinguish between cognates and false cognates in 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"/>	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. <i>Vocabulary and Concept Development</i>			
<input type="checkbox"/>	<b>Fluency and Systematic Vocabulary Development</b>	<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 type="checkbox"/>	<b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/>	<b>Fluency and Systematic Vocabulary Development</b>	<input type="checkbox"/>	<b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/>	1.1 Analyze idioms,			
<input type="checkbox"/>	B3. Read aloud simple words presented in literature and subject-matter	<input type="checkbox"/>	I3. Use a standard	<input type="checkbox"/>		<input checked="" type="checkbox"/>	EA3. Use knowledge of English	<input type="checkbox"/>	A3. Recognize that some words have	<input checked="" type="checkbox"/>				

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<input type="checkbox"/> texts; demonstrate comprehension by using one to two words or simple-sentence responses.  <input type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).  <input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student.  <input type="checkbox"/> B6. Retell stories by using phrases and sentences.	<input type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EI4. Use knowledge of literature and content areas to understand unknown words.  <input checked="" type="checkbox"/> EI5. Read simple paragraphs and passages independently.  <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"/> dictionary to determine meanings of unknown words.  <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text.  <input type="checkbox"/> I5. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas.  <input checked="" type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by	<input type="checkbox"/> morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.  <input checked="" type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.  <input type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).  <input checked="" type="checkbox"/> EA6. Use decoding	<input type="checkbox"/> multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.  <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.  <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"/> A6. Use a standard dictionary to	<input type="checkbox"/> analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. <input type="checkbox"/> 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings. <input checked="" type="checkbox"/> 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or	<b>1.1-ELA</b> - 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  <b>I4-ELD (phonics), EA3-ELD (phonics), EA6-ELD &amp; 1.1-ELA</b> - Level One: Consonant Blast, Units 1-19 - TG, L1, Consonant Blast, p. 31  (continued)		

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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"/> <b>Reading Comprehension</b>  <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"/> <b>Reading Comprehension</b>  <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 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 checked="" type="checkbox"/> I8. Recognize that some words have multiple meanings.  <input type="checkbox"/> <b>Reading Comprehension</b>  <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"/> <b>Reading Comprehension</b>	<input type="checkbox"/> determine the meaning of unknown words.  <input type="checkbox"/> <b>Reading Comprehension</b>  <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"/> contrast.  <input type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  <input type="checkbox"/> 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</i> ,	<b>1.1-ELA</b> - 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  <b>E15-ELD, I4- ELD (phonics, syntax), EA3-ELD (phonics, Syntax), EA6-ELD &amp; 1.1-ELA</b> - 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 8	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).  <b>Literary Response and Analysis</b>  <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"/> <i>Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <input type="checkbox"/> <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Compare and contrast the	<b>I4-ELD (phonics), EA3-ELD (phonics), EA6-ELD (decoding skills) &amp; 1.1-ELA</b> - Level Two: E-Maze, Units 1-27 - TG, L2, E-Maze, p. 41  <b>EI5-ELD, I4-ELD (phonics, syntax), EA3-ELD, EA6-ELD (decoding) &amp; 1.1-ELA</b> - Level Two: Find & Combine, Units -15 - TG, L2, Find & Combine, p. 44  <b>I4-ELD (phonics, syntax), EA3-ELD (phonics, syntax), EA6-ELD (decoding skills) &amp; 1.1-ELA, 1.4-ELA</b> - Level Two: Picture It, Units 1-20 - TG, L2, Picture It, p. 45	

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<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"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts.  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about	<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"/> EI14. Orally identify the factual components of simple informational materials by using key words or phrases.  <input checked="" type="checkbox"/> <b>Literary Response and Analysis</b>	<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., magazines and books).  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words	<input type="checkbox"/> warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.  <input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences.	<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"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.  <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).  <input type="checkbox"/> A14. Compare and	<input type="checkbox"/> features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).  <input type="checkbox"/> 2.2 Analyze text that uses proposition and support patterns. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>  <input type="checkbox"/> 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.  <input type="checkbox"/> 2.4 Compare the original text to a	<b>EI15-ELD, I4-ELD (phonics, syntax), EA3-ELD, EA6-ELD (decoding) &amp; 1.1-ELA</b> - Level 3: Sea Hunt, Units 1-26 - TG, L3, Sea Hunt, p. 48  <b>EI15-ELD, I4-ELD (phonics, syntax), EA3 (phonics, syntax), EA6-ELD &amp; 1.1-ELA</b> - Level 3: At the Mall, Units 1-9 - TG, L3, At the Mall, p. 49  (continued)		

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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"/> summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. <input type="checkbox"/> 2.5 Understand and explain the use of a complex mechanical device by following technical directions. <input type="checkbox"/> 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. <i>Expository Critique</i> <input type="checkbox"/> 2.7 Evaluate the	<b>EI2-ELD, EI15-ELD, I1-ELD, I4-ELD, EA1-ELD, EA3-ELD, EA6-ELD, A1-ELD &amp; 1.1-ELA, 1.4-ELA</b> - Level 3: Add It, Units 1-10 - TG, L3, Add It, p. 52  <b>I4-ELD (phonics), EA3-ELD (phonics), EA6-ELD (decoding skills) &amp; 1.1-ELA</b> - Level 3: Quick Link, Units 1-10 - TG, L3, Quick Link, p. 52  (continued)		

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<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"/> unity, coherence, logic, internal consistency, and structural patterns of text.  <b>3.0 Literary Response and Analysis</b>  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</i>	<b>EI2-ELD (silent), EI5-ELD, I1-ELD (silent), I4-ELD, EA3-ELD, EA6-ELD, A4-ELD &amp; 1.1-ELA, 1.4-ELA</b> - Level 3: Trails West, Units 1-18 - TG, L3, Trails West, p. 53  <b>EI5-ELD, I4-ELD (phonics), I7-ELD (phonics) &amp; 1.1-ELA</b> - 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  (continued)		

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					<input type="checkbox"/> <i>Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.	<b>EI2-ELD, EI15-ELD, I1-ELD, I4-ELD, EA3-ELD, A4 &amp; 1.1-ELA</b> - Level 4: Success!, Units 1-12 - TG, L4, Success!, p. 57		
					<input type="checkbox"/> <i>Structural Features of Literature</i> 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	<b>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 &amp; 1.1-ELA</b> - Level 4: Winners Old and New, Units 1-19 - TG, L4, Winners Old and New, p. 60		
					<input type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Evaluate the structural elements of the plot (e.g.,	(continued)		

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					<input type="checkbox"/> subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. <input type="checkbox"/> 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. <input type="checkbox"/> 3.5 Identify and analyze recurring themes (e.g., good	<b>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 &amp; 1.1-ELA</b> - Level 5: Anglo-Saxon Affixes, Units 1-12 - TG, L5, Anglo-Saxon Affixes, p. 64 - Level 5: Latin affixes, Units 1-21 - TG, L5, Latin Affixes - Level 5: Special Accents, Units 1-10 - TG, L5, Special Accents  (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: Strategies for Older Students – LEXIA-SOS			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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
								<input type="checkbox"/> versus evil) across traditional and contemporary works. 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. <i>Literary Criticism</i> 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	<b>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 &amp; 1.1-ELA, 1.3-ELA, 1.4-ELA</b> - Level 5: Meaning and Structures, Units 1-10 - TG, L5, Meaning and Structures, p. 70 - Level 5: Greek, Units 1-11 - TG, L5, Greek Units	

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Publisher: Lexia Learning, www.lexialearning.com			Program Title: Strategies for Older Students – LEXIA-SOS		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> 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**

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