

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Phonics Based Reading – LEXIA-PBR		
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 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 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input type="checkbox"/> <b>Word Analysis</b> 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.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in	<input type="checkbox"/> <b>Word Analysis</b> E11. 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"/> E12. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).  <b>Fluency and</b>	<input type="checkbox"/> <b>Word Analysis</b> I1. Pronounce most English phonemes correctly while reading aloud.  <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading.  <b>Fluency and Systematic Vocabulary Development</b>  <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"/> <b>Word Analysis</b> EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.  <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of	<input type="checkbox"/> <b>Word Analysis</b> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.  <b>Fluency and Systematic Vocabulary Development</b>  <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	<input checked="" type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <b>Decoding and Word Recognition</b> <input type="checkbox"/> 1.1 Know and use complex word families when reading (e.g., <i>-ight</i> ) to decode unfamiliar words.	<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.	

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

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

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

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Phonics Based Reading – LEXIA-PBR		
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 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 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
<input type="checkbox"/> stories or games.  <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).  <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.  <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.  <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic	<input type="checkbox"/> <b>Systematic Vocabulary Development</b>  <input type="checkbox"/> E13. Apply knowledge of content-related vocabulary to discussions and reading.  <input checked="" type="checkbox"/> E14. Read simple vocabulary, phrases, and sentences independently.  <input type="checkbox"/> E15. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<input type="checkbox"/> phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.  <input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  <input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input type="checkbox"/> unfamiliar words.  <input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i> , <i>present/time</i> ) in literature and texts in content areas.  <input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i> , <i>education</i> ).  <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.  <input type="checkbox"/> EA6. Recognize	<input type="checkbox"/> some words have multiple meanings and apply this knowledge consistently.  <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.  <input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading.  <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.	<input checked="" type="checkbox"/> 1.2 Decode regular multisyllabic words. <input type="checkbox"/> 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <input type="checkbox"/> 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. <input type="checkbox"/> 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i> ). <input checked="" type="checkbox"/> 1.6 Use sentence and word context to find the meaning of unknown words.	<b>EI4-ELD, I4-ELD, EA7-ELD,</b> <b>1.0-ELA (Silent Reading), 1.6-ELA</b> - Level One, Match It - Teachers Guide (TG), Level 1 (L1), Match It, p. 27 - Level Two, Word Hunt - TG, L1, Word Hunt, p. 32 - Level Three, Word Stairs - TG, L3, Word Stairs, p. 38 - Level Three, Pirate Ship - TG, L3, Pirate Ship, p. 37  <b>1.0-ELA (Silent Reading)</b> - Level Two, Change - TG, L2, Change, p. 30  (continued)		

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Phonics Based Reading – LEXIA-PBR		
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 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 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input type="checkbox"/> 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 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"/> <b>Reading Comprehension</b>  <input type="checkbox"/> E18. Read and listen to simple stories and	<input type="checkbox"/> I7. Use content-related vocabulary in discussions and reading.  <input type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i> ).  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> I9. 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"/> I10. Read text and	<input checked="" type="checkbox"/> simple analogies (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,	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.  <input type="checkbox"/> <b>Reading Comprehension</b>  <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.  <input type="checkbox"/> A10. Use text features, such as	<input type="checkbox"/> 1.7 Use a dictionary to learn the meaning and other features of unknown words. <input checked="" type="checkbox"/> 1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) and suffixes (e.g., <i>-er, -est, -ful</i> ) to determine the meaning of words.  <input type="checkbox"/> <b>2.0 Reading Comprehension</b> Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections	<b>I4-ELD, EA7-ELD, 1.0-ELA (Silent Reading)</b> - Level Two, Balloons - TG, L2, Ballons, p. 31 - Level Two, Spin-it - TG, L2, Spin-it, p. 30 - Level Two, Score - TG, L2, Score, 32 - Level Three, Super Change - TG, L3, Super Change, p. 36  <b>EI2-ELD, EI4-ELD, EA7-ELD, 1.0-ELA (Silent Reading), 1.2-ELA, 1.6-ELA</b> - Level Three, Elevator - TG, L3, Elevator, p. 38	

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

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

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

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Phonics Based Reading – LEXIA-PBR		
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 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 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation					
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3								
<input type="checkbox"/>	and/or phrases.  B10. Understand and follow simple one-step directions for classroom activities.	<input checked="" type="checkbox"/>	demonstrate under-stand by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").	<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"/>	and expression increasingly complex narrative and expository texts. <b><u>Reading Comprehension</u></b>	<input type="checkbox"/>	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"/>	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 to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i>		
<input type="checkbox"/>	B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input type="checkbox"/>	EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.	<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"/>	EA10. Describe the main ideas and supporting details of a text. Generate and respond to comprehension questions related to the text.	<input type="checkbox"/>	A11. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/>	2.1 Use titles, tables of contents, chapter headings, glossaries, and		
<input type="checkbox"/>	B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/>	EI10. Understand and follow simple two-step directions for classroom activities.	<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"/>	EA11. Describe relationships between the text and one's personal experience.						
<input type="checkbox"/>	B13. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	EI11. Orally identify, using simple sentences,			<input type="checkbox"/>	EA12. Locate text features, such as format, diagrams,						

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

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

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

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Phonics Based Reading – LEXIA-PBR		
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 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 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
<input type="checkbox"/> <b><u>Literary Response and Analysis</u></b>  <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 type="checkbox"/> B16. Create pictures, lists, charts, and tables	<input type="checkbox"/> the basic sequence of events in text that one reads.  <input type="checkbox"/> E112. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.  <input type="checkbox"/> E113. Read and identify basic text features such as the title, table of contents, and chapter headings.  <input type="checkbox"/> E114. 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"/> charts, glossaries, and indexes, and identify the functions.  <input type="checkbox"/> EA13. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.  <input type="checkbox"/> EA14. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.  <input type="checkbox"/> EA15. Identify some significant structural (organizational) patterns in text, such as sequential or chronological		<input type="checkbox"/> indexes to locate information in text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. <input type="checkbox"/> 2.3 Demonstrate comprehension by identifying answers in the text. <input type="checkbox"/> 2.4 Recall major points in the text and make and modify predictions about forthcoming information. <input type="checkbox"/> 2.5 Distinguish the main idea and supporting details in expository text. <input type="checkbox"/> 2.6 Extract appropriate and significant information from the text, including problems and solutions.			

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

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

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

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Phonics Based Reading – LEXIA-PBR		
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 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
to identify the characteristics of fairy tales, folktales, myths, and legends.			<input type="checkbox"/> order and cause and effect.  <u><b>Literary Response and Analysis</b></u>  <input type="checkbox"/> EA16. Identify and describe figurative language (e.g., similes, metaphors, and personification).  <input type="checkbox"/> EA17. Distinguish between literary connotations and symbols from culture to culture.  <input type="checkbox"/> EA18. Read a literary selection and orally identify metaphors and similes.  <input type="checkbox"/> EA19. Identify the		<input type="checkbox"/> 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). 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. <i>Structural Features of Literature</i>			

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Lexia Learning, www.lexialearning.com			Program Title: Lexia Phonics Based Reading – LEXIA-PBR		
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 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
			<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-		<input type="checkbox"/> 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. <input type="checkbox"/> 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. <input type="checkbox"/> 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. <input type="checkbox"/> 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.			

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

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

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

Publisher: Lexia Learning, www.lexialearning.com				Program Title: Lexia Phonics Based Reading – LEXIA-PBR			
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 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 3	Primary Citation	Supporting Citation
					person points of view in a literary text.			<input type="checkbox"/> 3.6 Identify the speaker or narrator in a selection.		

\*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>.