

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

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"/> 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 type="checkbox"/> Word Analysis 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). Fluency and Systematic	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input 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 type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and	<input checked="" 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 have	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words. <input checked="" type="checkbox"/> 1.2 Decode regular	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.		

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EI4-ELD, I4-ELD, EA7-ELD & 1.0-ELA (Silent Reading) - Level One, Sight Word Search I, Units 1-28 - Teachers Guide (TG), Level 1 (L1), Sight Word Search I, p. 4.7 1.0-ELA (Silent Reading) - Level Two, Consonant Blast, Units 1-15 - TG, L2, Consonant Blast, p. 4.12 (continued)	
<input 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 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 checked="" 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"/> academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> Reading Comprehension <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 and/or phrases.	<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"/> Reading Comprehension <input type="checkbox"/> E18. Read and listen to simple stories and demonstrate	<input type="checkbox"/> 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"/> Reading Comprehension <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 identify features,	<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	<input type="checkbox"/> with appropriate pacing, intonation, and expression narrative and expository texts. <input type="checkbox"/> Reading Comprehension <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 format, diagrams,	<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"/> 2.0 Reading Comprehension 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 in <i>Recommended</i>	EI4-ELD, 1.0-ELA (Silent Reading), 1.6-ELA - Level Two, Sight Word Search II, Units 1-28 - TG, L2, Sight Word Search II, p. 4.14 - Level Three, Sight Word Search III, Units 1-26 - TG, L3, Sight Word Search III, p. 4.19 - Level Four, Sight Word Search IV, Units 1-26 - TG, L4, Sight Word Search IV, p. 4.25 - Level Five, Sight Word Search V, Units 1-26 - TG, L5, Sight Word Search V, p. 4.33 (continued)		

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<input type="checkbox"/>	B10. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/>	under-stand by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).	<input type="checkbox"/>	such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	<input type="checkbox"/>	increasingly complex narrative and expository texts. Reading Comprehension	<input type="checkbox"/>	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"/>	<i>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> 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate	EI4-ELD, I4-ELD, EA7-ELD, 1.0-ELA (Silent Reading), 1.6-ELA - Level Two, Picture-Word Match, Units 1-12 - TG, L2, Picture-Word Match, p. 4.16 - Level Four, Word Hunt, Units 1-20 - TG, L4, Word Hunt, p. 4.24 - Level Four, Word Stairs, Units 1-13 - TG, L4, Word Stairs, p. 4.26 - Level Four, Pirate Ship, Units 1-13 - TG, L4, Pirate Ship, p. 4.27 1.0-ELA (Silent Reading) - Level Three, Sound Change, Units 1-10 - TG, L3, Sound Change, p. 4.18
<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"/>	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"/>	EA12. Locate text features, such as format, diagrams, charts, glossaries,			
<input type="checkbox"/>	B13. Point out text features, such as the title, table of contents, and chapter headings. Literary	<input type="checkbox"/>	EI11. Orally identify, using simple sentences, the basic sequence									

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<input type="checkbox"/> 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 type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify the	<input type="checkbox"/> 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"/> 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 order and cause		<input type="checkbox"/> 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. <input type="checkbox"/> 2.7 Follow simple	I4-ELD, EA7-ELD, 1.0-ELA (Silent Reading) - Level Three, Silent-E Switch, Units 1-21 - TG, L3, Silent-E Switch, p. 4.20 - Level Three, Fast Find, Units 1-10 - TG, L3, Fast Find, p. 4.21 - Level Three, Silent-E Score, Units 1-14 - TG, L3, Silent-E Score, p. 4.22 - Level Five, Super Change, Units 1-15 - TG, L5, Super Change, p. 4.30 (continued)		

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characteristics of fairy tales, folktales, myths, and legends.			<p>and effect.</p> <p><u>Literary Response and Analysis</u></p> <p><input type="checkbox"/> EA16. Identify and describe figurative language (e.g., similes, metaphors, and personification).</p> <p><input type="checkbox"/> EA17. Distinguish between literary connotations and symbols from culture to culture.</p> <p><input type="checkbox"/> EA18. Read a literary selection and orally identify metaphors and similes.</p> <p><input type="checkbox"/> EA19. Identify the motives of</p>		<p>multiple-step written instructions (e.g., how to assemble a product or play a board game).</p> <p><input type="checkbox"/> 3.0 Literary Response and Analysis 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></p> <p><input type="checkbox"/> 3.1 Distinguish common</p>	<p>EA7-ELD, 1.0-ELA (Silent Reading) - Level Four, Group It I, Units 1-13 - TG, L4, Group It I, p. 4.28</p> <p>- Level Five, Group It II, Units 1-13 - TG, L5, Group It II, p. 4.35</p> <p>EI2-ELD, EI4-ELD, EI5-ELD, I2-ELD (Silent Reading), I4-ELD, I5-ELD, EA1(Silent Reading), EA2-ELD,EA4-ELD,EA7-ELD,A2-ELD, 1.0-ELA (Silent Reading), 1.2-ELA, 1.6-ELA, 1.8-ELA - Level Five, Add It!, Units 1-10 - TG, L5, Add It!, p. 4.31</p> <p>(continued)</p>		

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			<input type="checkbox"/> 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"/> 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. <input type="checkbox"/> 3.6 Identify the speaker or	EI2-ELD, EI4-ELD, EA7-ELD, 1.0-ELA (Silent Reading), 1.2-ELA, 1.6-ELA - Level Five, Elevator, Units 1-15 - TG, L5, Elevator, p. 4.34		

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					view in a literary text.			narrator in a selection.		

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