

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 9-12 ELD Reading Standards								ELA Standards					
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		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>	<i><b>Legend:</b> Lexia's software programs are organized into levels. Each level consists of multiple activities. Each activity consists of multiple units. Each unit consists of one or more screens. Students must proceed through the levels, activities, units, and screens in order; they cannot move up until they have demonstrated mastery of a prior skill. Through the ADMIN console built into the software, teachers may elect to start a student at some level/activity/unit other than the first ones. Reviewers may find this feature useful in examining higher levels/activities/units/screen without completing each screen. An accompanying Teacher's Guide (TG) provides additional content.</i>	
<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 (e.g., <i>remove, extend</i> ).	<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>		
<input type="checkbox"/>	B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	<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 type="checkbox"/>	EA2. Distinguish between cognates and false cognates in literature and texts in content areas.	<input type="checkbox"/>	A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	<input type="checkbox"/>	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <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 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 Trace the etymology of significant terms used in political science and history.		
<input type="checkbox"/>				<input type="checkbox"/>	I3. Use a standard	<input checked="" type="checkbox"/>	EA3. Use	<input type="checkbox"/>	A3. Recognize that some words have	<input type="checkbox"/>	1.2 Apply knowledge of		

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<input type="checkbox"/> <b>B3. Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike), synonyms (e.g., big, large), and antonyms (e.g., hot,</b>  <input type="checkbox"/> B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.  <input type="checkbox"/> B5. Respond with appropriate short	<input checked="" type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> E14. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.  <input type="checkbox"/> E15. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts.  <input checked="" type="checkbox"/> E16. Read simple	<input checked="" type="checkbox"/> dictionary to derive the meaning of unknown vocabulary.  <input type="checkbox"/> I4. Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.  <input type="checkbox"/> I5. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.  <input type="checkbox"/> I6. Demonstrate internalization of	<input type="checkbox"/> knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.  <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts.  <input checked="" type="checkbox"/> EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	<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"/> Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. <input type="checkbox"/> 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.  <input type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  <input type="checkbox"/> Students read and	<b>EA7-ELD</b> - Level Two, Letter Switch, Units 1-22 - Teaches Guide (TG), Level 2 (L2), Letter Switch, p. 40 - Level Two, E-Maze, Units 1-27 - TG, L2, E-Maze, p. 41 - Level Two, Search & Spell, Units 1-20 - TG, L2, Search & Spell, p. 43 - Level Two, Find & Combine, Units 1-15 - TG, L2, Find & Combine, p. 44 - Level Two, Picture It, Units 1-15 - TG, L2, Picture It, p. 45  (continued)		

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<input type="checkbox"/>	phrases or sentences in various social and academic settings (e.g., answer simple questions).	<input type="checkbox"/>	paragraphs and passages independently.	<input type="checkbox"/>	English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input type="checkbox"/>	EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	<input type="checkbox"/>	determine the meaning of unknown words.	understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary	<b>EI2-ELD, EI4-ELD, EI6-ELD, I1-ELD, I4-ELD, I7-ELD, EA1-ELD, EA3-ELD, EA5-ELD, EA7-ELD, A1-ELD</b> - Level Three, Trails West, Units 1-18 - TG, L3, Trails West, p. 52	
<input type="checkbox"/>	B6. Use an English dictionary to find the meaning of simple known vocabulary.	<input type="checkbox"/>	EI7. Recognize that some words have multiple meanings and apply this knowledge to texts.	<input checked="" type="checkbox"/>	17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.	<input checked="" type="checkbox"/>	EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/>	A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas.			
<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"/>	EI8. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<input type="checkbox"/>	18. Apply knowledge of text connectors to make inferences.	<input type="checkbox"/>	EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	<input type="checkbox"/>	A8. Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and			
<input type="checkbox"/>	<b>Reading</b>	<input type="checkbox"/>	EI9. Read aloud with appropriate pacing, intonation, and expression	<input type="checkbox"/>	<b>Reading Comprehension</b>	<input type="checkbox"/>	19. In detailed sentences identify					

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<input type="checkbox"/> <b>Comprehension</b>  <input type="checkbox"/> B8. Understand and follow simple multiple-step oral directions for classroom or work-related activities.  <input type="checkbox"/> B9. Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts.  <input type="checkbox"/> B10. Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g.,	<input type="checkbox"/> one's own writing of narrative and expository texts.  <input type="checkbox"/> EI10. Use a standard dictionary to find the meaning of unknown vocabulary.  <input type="checkbox"/> EI11. Use appropriate connectors (e.g., <i>first, then, after that, finally</i> ) to sequence written text.  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> EI12. Read and orally respond to simple literary texts and texts in content areas by using	<input type="checkbox"/> orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax.  <input type="checkbox"/> I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text.  <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas.	<input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.  <input type="checkbox"/> EA11. Analyze the structure and format of workplace	<input type="checkbox"/> devices.  <input type="checkbox"/> A9. Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.  <input type="checkbox"/> A10. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a	<input type="checkbox"/> literature, magazines, newspapers, and online information.  <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.  <input type="checkbox"/> <i>Comprehension and Analysis of Grade-Level Appropriate Text</i> 2.2 Analyze the way in which clarity	<b>EI2-ELD, EI3-ELD, EI4-ELD, EI6-ELD, I1-ELD, I4-ELD, I7-ELD, EA1-ELD, EA3-ELD, EA5-ELD, EA7-ELD, A1-ELD, A4-ELD &amp; 1.0-ELA</b> - Level Five, Meaning Structures, Units 1-10 - TD, L5, Meaning Structures, p. 70  <b>EI2-ELD, EI3-ELD, EI4-ELD, I4-ELD, EA3-ELD &amp; 1.0-ELA</b> - Level Five, Greek Combining Forms, Units 1-11 - TG, L5, Greek Combining Forms, p. 72	

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<input type="checkbox"/> newspaper, brochure) by using key words or phrases.  <input type="checkbox"/> B11. Point out text features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> B12. Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> B13. Identify orally the beginning,	<input type="checkbox"/> simple sentences to answer factual comprehension questions.  <input type="checkbox"/> E113. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.  <input type="checkbox"/> E114. Orally identify the features of simple excerpts of public documents by using key words or phrases.  <input type="checkbox"/> E115. Read and orally identify a few specific facts in simple expository text, such as consumer and	<input type="checkbox"/> I12. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.  <input type="checkbox"/> I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.  <input type="checkbox"/> I14. Read workplace documents and orally identify the structure and format (e.g.,	<input type="checkbox"/> documents and the way in which authors use structure and format to achieve their purposes.  <input type="checkbox"/> EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).  <input type="checkbox"/> EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	<input type="checkbox"/> bibliography for the report.  <input type="checkbox"/> A11. Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography.  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> A12. Describe the functions of dialogue, scene design, asides, and	<input type="checkbox"/> of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. <input type="checkbox"/> 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. <input type="checkbox"/> 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and			

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<input type="checkbox"/> middle, and end of a simple literary text.  <input type="checkbox"/> B14. Read a simple selection and orally identify the speaker or narrator.  <input type="checkbox"/> B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences.  <input type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.  B17. Recognize	<input type="checkbox"/> workplace documents and content area text.  EI16. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).  <input type="checkbox"/> EI17. Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a	<input type="checkbox"/> graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.  I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and workplace documents and content area texts.  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> I16. Use expanded vocabulary and descriptive words	EA14. Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	<input type="checkbox"/> soliloquies in drama.  A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).  <input type="checkbox"/> A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.  <input type="checkbox"/> A15. Analyze the interaction between characters and subordinate	<input type="checkbox"/> clarify interpretations. 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. <i>Expository Critique</i> 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to			

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<input type="checkbox"/> the difference in points of view between first person and third person by using phrases or simple sentences.  B18. Recite simple poems.	<input type="checkbox"/> product.  <b>Literary Response and Analysis</b>  E118. Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).  <input type="checkbox"/> E119. Read literary texts and orally identify the main events of the plot by using simple sentences.  E120. Identify orally	<input type="checkbox"/> in paraphrasing oral and written responses to texts.  <input type="checkbox"/> I17. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature.  <input type="checkbox"/> I18. Read literary texts and use detailed sentences to describe orally the sequence of events.  <input type="checkbox"/> I19. Apply knowledge of language to analyze and derive meaning from	<input type="checkbox"/> EA16. Read and identify ways in which poets use personification, figures of speech, imagery, and the “sound” of language.  <input type="checkbox"/> EA17. Identify the functions of dialogue, scene design, and asides in dramatic literature.  <input type="checkbox"/> EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.  <input type="checkbox"/> EA19. Identify	<input type="checkbox"/> characters in literary texts (e.g., motivations and reactions).  <input type="checkbox"/> A16. Analyze recognized works of American literature and identify their genre to contrast major periods and trends.  <input type="checkbox"/> A17. Relate the literary works of authors to the major themes and issues of their eras.	<input type="checkbox"/> authority, to pathos and emotion).  <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 conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and			

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	<input type="checkbox"/> the theme, plot, setting, and characters of a literary selection by using simple sentences.  <input type="checkbox"/> EI21. Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.  <input type="checkbox"/> EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.	<input type="checkbox"/> literary texts and comprehend them.  <input type="checkbox"/> I20. Use detailed sentences to compare and contrast orally a similar theme or topic across three genres.  <input type="checkbox"/> I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.  <input type="checkbox"/> I22. Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a	<input type="checkbox"/> recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends.  <input type="checkbox"/> EA20. Identify recognized works of world literature and contrast the major literary forms and techniques.  <input type="checkbox"/> EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres.  <input type="checkbox"/> EA22. Identify techniques that		<input type="checkbox"/> complexity of the materials to be read by students. <i>Structural Features of Literature</i> 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textural evidence to support			

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	EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	narration, dialogue, or dramatic monologue.  I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.	have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, “sound” of language).		<input type="checkbox"/> the claim. 3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. <input type="checkbox"/> 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions. 3.5 Analyze recognized works of American literature representing a variety of genres and traditions: a, Trace the development of			

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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**

Grades 9-12 ELD Reading Standards						ELA Standards		Primary Citation	Supporting Citation			
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12
										<input type="checkbox"/> American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. 3.6 Analyze the way in which authors through the centuries have		

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
					<input type="checkbox"/> used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i> ). 3.7 Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic,			

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

Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
					<input type="checkbox"/> modern). b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	<input type="checkbox"/> <i>Literary Criticism</i> 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized		

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Grades 9-12 ELD Reading Standards						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12	Primary Citation	Supporting Citation
										labor). (Political approach) 3.9 Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)		

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