

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 9-10				
<input type="checkbox"/> <b>Word Analysis</b>  <input type="checkbox"/> B1. Recognize and correctly pronounce most English phonemes while reading aloud.  <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).  <input type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>	<input type="checkbox"/> <b>Word Analysis</b>  <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"/> EI2. Use common English morphemes in oral and silent reading.  <input checked="" type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i> ) in phrases, simple sentences, literature, and content area texts.	<input checked="" type="checkbox"/> <b>Word Analysis</b>  <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 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"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> I3. Use a standard	<input checked="" type="checkbox"/> <b>Word Analysis</b>  <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 type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas.  <input checked="" type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input checked="" type="checkbox"/> EA3. Use	<input checked="" type="checkbox"/> <b>Word Analysis</b>  <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 type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.  <input checked="" type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> A3. Recognize that some words have	<input checked="" type="checkbox"/> <b>Reading</b>  <input checked="" type="checkbox"/> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  <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.  <input checked="" type="checkbox"/> <b>Vocabulary and Concept Development</b> <input type="checkbox"/> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. <input type="checkbox"/> 1.2 Distinguish	<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).

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<input type="checkbox"/> B3. Recognize simple affixes (e.g., <i>educate, education</i> ), prefixes (e.g., <i>dislike</i> ), synonyms (e.g., <i>big, large</i> ), and antonyms (e.g., <i>hot, cold</i> ).  <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 phrases or sentences in	<input checked="" type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.  <input type="checkbox"/> EI5. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts.  <input checked="" type="checkbox"/> EI6. Read simple paragraphs and passages	<input checked="" 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"/> 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 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	<input type="checkbox"/> between the denotative and connotative meanings of words and interpret the connotative power of words. <input type="checkbox"/> 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).  <input type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>	<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"/> various social and academic settings (e.g., answer simple questions).  <input type="checkbox"/> B6. Use an English dictionary to find the meaning of simple known vocabulary.  <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"/> independently.  <input type="checkbox"/> EI7. Recognize that some words have multiple meanings and apply this knowledge to texts.  <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"/> EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.	<input checked="" type="checkbox"/> English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  <input checked="" type="checkbox"/> 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.  <input type="checkbox"/> 18. Apply knowledge of text connectors to make inferences.  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> 19. In detailed sentences identify	<input type="checkbox"/> EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).  <input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  <input type="checkbox"/> EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	<input type="checkbox"/> to determine the meaning of unknown words.  <input checked="" type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text 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	<input type="checkbox"/> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) 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. 53  <b>EI6-ELD, I7-ELD, EA7-ELD</b> - Level Four, Winners Old & New, Units 1-19 - TG, L4, Winners Old & New, p. 60  (continued)		

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<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 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<input type="checkbox"/> 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).  <b>Literary Response and Analysis</b>  <input type="checkbox"/> B13. Identify orally the beginning,	<input type="checkbox"/> questions.  <input type="checkbox"/> EI13. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.  <input type="checkbox"/> EI14. Orally identify the features of simple excerpts of public documents by using key words or phrases.  <input type="checkbox"/> EI15. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.	<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.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> A12. Describe the functions of dialogue, scene design, asides,	<input type="checkbox"/> reference materials for a report using a variety of consumer, workplace, and public documents.  <b>Comprehension and Analysis of Grade-Level-Appropriate Text</b> <input type="checkbox"/> 2.3 Generate relevant questions about readings on issues that can be researched.  <input type="checkbox"/> 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to			

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<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.  <input type="checkbox"/> B17. Recognize	<input type="checkbox"/> E116. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).  <input type="checkbox"/> E117. 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 product.  <input type="checkbox"/> <b>Literary Response and Analysis</b>	<input type="checkbox"/> graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.  <input type="checkbox"/> I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and work-place documents and content area texts.  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> I16. Use expanded vocabulary and descriptive words	<input type="checkbox"/> 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	<input type="checkbox"/> and soliloquies in drama.  <input type="checkbox"/> 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"/> demonstrate comprehension. <input type="checkbox"/> 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. <input type="checkbox"/> 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software problems and in access guides to World Wide Web sites on the Internet). <input type="checkbox"/> 2.7 Critique the logic of functional			

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<input checked="" type="checkbox"/>	Intermediate (I)				

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<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"/> 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.  <input type="checkbox"/> E120. Identify orally the theme, plot, setting, and characters of a literary selection by using simple	<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"/> symbolism).  <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"/> 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"/> documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.  <input type="checkbox"/> 2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials,			

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
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	<input type="checkbox"/> sentences. 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"/> EI23. Use expanded vocabulary and some descriptive words in oral	<input type="checkbox"/> literary texts and comprehend them. 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	<input type="checkbox"/> EA19. Identify 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"/> political speeches, primary source material). <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 patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
	responses to familiar literature.	he or she does in a 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.	EA22. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, “sound” of language).		<input type="checkbox"/>	quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).  <input type="checkbox"/>		
						3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme		

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										<input type="checkbox"/> or topic. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.  <input type="checkbox"/> 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and		

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										<input type="checkbox"/> soliloquy. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.  <input type="checkbox"/> 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).  <input type="checkbox"/> 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and		

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										<input type="checkbox"/> explain their appeal. 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. <input type="checkbox"/> 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. <input type="checkbox"/> 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic		

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
					<input type="checkbox"/> literature. <i>Literary Criticism</i> 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)			
					<input type="checkbox"/> 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)			

\*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>.