

**COVER SHEET FOR
ELA/ELD STANDARDS CORRELATION MATRIX FOR
SUPPLEMENTAL ELD MATERIALS
(AB 1802, Chapter 79 of the Statutes of 2006)**

AB 1802 uses the same correlation matrix used in SB 1113. The contents of this matrix was used and approved by the CDE for SB 1113. It is divided into the English language development levels of proficiency, and indicate how the English language development standards will be used to provide a path to obtaining grade level skills in reading, writing, and speaking.”

Publisher: Let’s Go Learn, Inc.

Program Title: Unique Reader

Grade Level(s): K-5

Program Description: The Unique Reader program offers differentiated reading instruction which targets every student’s unique reading profile. The Unique Reader program initially automatically administers a battery of six subtests, Sight Words, Phonics, Word Recognition, Word Meaning, Spelling, and Silent Reading Comprehension. A report summarizing the student’s reading skills as determined by this assessment is generated for the teacher and the online system prescribes a sequence of interactive lessons which address the individualized reading profile determined by the assessment. All lessons are offered online and teachers have the ability to override or modify the lessons prescribed for each student. Lessons increase in difficulty as students become more proficient readers. Teachers can monitor student progress by viewing each student’s instructional log or by re-administering the assessment tool multiple times throughout the year. The assessment measures skills from levels K-12. The instruction has an instructional level of preK-5. It is appropriate for elementary and remedial middle and high school students.

Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers’ edition, WB = workbook, etc.) No abbreviations used.

On this page, please list the components of the instructional materials addressed on the attached matrix, including the ISBN number for each component. A separate International Standard Book Number (ISBN) facilitates the identification of each program or separate component satisfying the ISBN evaluation criteria. For information regarding assignment and use of ISBNs, contact:

U.S. ISBN Agency
630 Central Avenue
New Providence, NJ 07974
Tel: 877-310-7333
Fax: 908-219-0188
isbn-san@bowker.com

Programs or separate program components that do not meet ISBN evaluation criteria and/or have not been assigned ISBNs should be identified by some other unique number/letter combination. Publishers are asked to limit this identifier to no more than 13 characters.

<u>COMPONENT TITLE</u>	<u>ISBN NUMBER</u>
Unique Reader	Product ID: UR-V10-04

Publisher: Let's Go Learn				Program Title: Unique Reader			
ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
X	Beginning (B)	X	Early Advanced (EA)				
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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten				
<input checked="" type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated	<input checked="" type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Grade One: Phonemic	<input checked="" type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.8 Track (move sequentially from sound to sound) and represent changes in simple	<input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts content Standards Kindergarten 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words	<input type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. <i>Concepts About Print</i> <input type="checkbox"/> 1.1 Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> 1.2 Follow words from left to right and from top to bottom on the printed page. <input type="checkbox"/> 1.3 Understand that printed materials provide information. <input type="checkbox"/> 1.4 Recognize that	ELD, B1, B2, EI1 (1.7), I (1.7), EA1 (1.8, , A1, ELA 1.5, ELA 1.5, 1.6, 1.9, 1.11, 1.14, 1.16, 1.17, 1.18 Unique Reader Phonics Instructional Track Lessons 1, 5, 7, & 9: Beginning Sounds Lessons 14-19 & 21-23: Short and Long Vowels Lessons 24-36: L and R Blends Unique Reader			

*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"/> Kindergarten 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input checked="" type="checkbox"/> B4. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B5. Retell simple stories by using drawings, words,	phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants). English-Language Arts Content Standards	Awareness 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). 1.6 Create and say a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p/l/a/t/ = <i>splat</i>);	syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word.	change, so do the sounds (i.e., the alphabetic principle). Grade One 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words. 1.13 Read compound words and	<input checked="" type="checkbox"/> sentences in print are made up of separate words. <input checked="" type="checkbox"/> 1.5 Distinguish letters from words. <input checked="" type="checkbox"/> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. <i>Phonemic Awareness</i> <input type="checkbox"/> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). <input type="checkbox"/> 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and	Sight Words Instructional Track Lessons 1-12: Sight Words ELD B4, B5, B6, B7, B8, B11, E13, E15, E111, I7, I11 EA13 Unique Reader Vocabulary Lessons 1-40 Unique Reader Comprehension Instructional Track Lessons 1-3, 4-6, 14-16, 17-8, 19-20, 21, 25: Sequencing,		

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<input checked="" type="checkbox"/> or phrases. <input checked="" type="checkbox"/> B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input checked="" type="checkbox"/> B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to	Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. Fluency and	<input type="checkbox"/> /r/i/ch/ = rich). <input type="checkbox"/> I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet. English-Language	<input type="checkbox"/> 1.13 Count the number of sounds in syllables and syllables in words. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words.	<input type="checkbox"/> contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel =	<input checked="" type="checkbox"/> words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). <input checked="" type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables. <input type="checkbox"/> 1.10 Identify and produce rhyming words in response to an oral prompt. <input checked="" type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> 1.12 Track auditorily each word in a	Main Idea, Drawing Conclusion, Story Elements, Cause and Effect, Inferences, Reference Skills		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

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<input checked="" type="checkbox"/> an answer, drawing pictures). <input checked="" type="checkbox"/> B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. <input type="checkbox"/> B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.	<input checked="" type="checkbox"/> Systematic Vocabulary Development <input checked="" type="checkbox"/> EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input checked="" type="checkbox"/> EI5. Read aloud an increasing number of English words. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by	Arts Content Standards Kindergarten 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. Grade One 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and	<input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i>). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <input type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts	<input type="checkbox"/> <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> . 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i>). Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Explain common antonyms and synonyms.	<input type="checkbox"/> sentence and each syllable in a word. <input type="checkbox"/> 1.3 Count the number of sounds in syllables and syllables in words. <i>Decoding and Word Recognition</i> <input checked="" type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). <input checked="" type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.17 Identify and sort		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. Literary Response and Analysis <input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/> recognizing and correcting some errors when speaking or reading aloud. Reading Comprehension <input type="checkbox"/> E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> E18. Draw and label pictures related to a story topic or one's own experience. <input type="checkbox"/> E19. Understand and follow simple two-step directions for classroom activities.	<input type="checkbox"/> sentences. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I5. Use decoding skills to read more complex words independently. English-Language Arts Content Standards Grade One	Content Standards Kindergarten: Decoding and Word Recognition <input type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to appropriate letters. <input type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word	<input type="checkbox"/> English-Language Arts Content Standards Grade Two <input type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms. <input type="checkbox"/> A3. Recognize words that have multiple meanings in texts. English-Language Arts Content Standards Grade Two <input type="checkbox"/> 1.10 Identify simple multiple-meaning words. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent	<input checked="" type="checkbox"/> common words in basic categories (e.g., colors, shapes, foods). <input checked="" type="checkbox"/> 1.18 Describe common objects and events in both general and specific language. <input checked="" type="checkbox"/> 2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in			

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	<input type="checkbox"/> EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input checked="" type="checkbox"/> EI11. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI12. Respond orally to factual comprehension questions about stories by answering in simple sentences. <input type="checkbox"/> EI13. Recite simple poems. <input type="checkbox"/> EI14. Identify orally the setting and	<input type="checkbox"/> I6. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). English-Language Arts Content Standards Kindergarten 1.18 Describe	Recognition 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words.	<input type="checkbox"/> A5. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. English-Language Arts Content Standards Kindergarten 1.14 Match all consonant and short-vowel sounds to appropriate letters.	<input type="checkbox"/> reading. English-Language Arts Content Standards Grade Two 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	<input type="checkbox"/> <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Locate the title, table of contents, name of author, and name of illustrator. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Use pictures and		

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	characters by using simple sentences and vocabulary.	<input checked="" type="checkbox"/> 17. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> 18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). Reading Comprehension <input type="checkbox"/> 19. Read stories and respond orally in simple sentences to factual comprehension	<input type="checkbox"/> 1.13 Read compound words and contractions. <input type="checkbox"/> 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> 1.15 Read common word families (e.g., <i>-ite -ate</i>). <input type="checkbox"/> 1.16 Read aloud with fluency in a manner that sounds like natural speech. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Recognize simple antonyms and synonyms	<input type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle). Grade One <input type="checkbox"/> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. <input type="checkbox"/> 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> 1.12 Use knowledge	<input type="checkbox"/> context to make predictions about story content. <input type="checkbox"/> 2.3 Connect to life experiences the information and events in texts. <input checked="" type="checkbox"/> 2.4 Retell familiar stories. <input checked="" type="checkbox"/> 2.5 Ask and answer questions about essential elements of a text. <input type="checkbox"/> 3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature</i> ,			

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		<input type="checkbox"/> questions about the stories. <input type="checkbox"/> 110. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings. <input checked="" type="checkbox"/> 111. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences. <input type="checkbox"/> 112. Write captions or phrases for drawings related to a story. <input type="checkbox"/> 113. Understand and follow some multiple-step directions for	<input type="checkbox"/> (e.g., <i>good, bad; blend, mix</i>) in stories or games. <input type="checkbox"/> EA4. Use simple prefixes and suffixes when they are attached to known vocabulary. English-Language Arts Content Standards Grade Two 1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <input type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary	of vowel diagraphs and <i>r</i> -controlled letter-sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read common word families (e.g., <i>-ite, -ate</i>). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when	<input checked="" type="checkbox"/> <i>Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.1 Distinguish fantasy from realistic text. <input type="checkbox"/> 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). <input checked="" type="checkbox"/> 3.3 Identify characters, settings, and important events.			

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
		classroom-related activities. Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in oral and written responses to simple texts. <input type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.	to begin independent reading. Reading Comprehension <input type="checkbox"/> EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. <input type="checkbox"/> EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.	reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension				

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X	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
						<input type="checkbox"/>	EA8. Write a brief summary (three or four complete sentences) of a story.	<input type="checkbox"/>	A6. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.		
						<input type="checkbox"/>	EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.		
						<input type="checkbox"/>	EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.	<input type="checkbox"/>	A8. Read a variety of children's literature and respond to it both		
							Literary Response and Analysis		Literary Response and Analysis		

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Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten				
			<input type="checkbox"/> EA11. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> EA12. Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input checked="" type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.	orally and in writing. <input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.					

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Grades K-2 ELD Reading						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade Kindergarten	Primary Citation	Supporting Citation

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Grades K-2 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated	<input checked="" type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Grade One: Phonemic	<input checked="" type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.8 Track (move sequentially from sound to sound) and represent changes in simple	<input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts content Standards Kindergarten 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words	<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>Concepts About Print</i> <input checked="" type="checkbox"/> 1.1 Match oral words to printed	<u>ELD EI1, I1 (1.5), I2, I5, EA1 (1.11), EA2, A1 (1.10, 1.11, 1.12), & ELA 1.0, 1.1, 1.3, 1.4, 1.5, 1.10, 1.11, 1.12</u> Unique Reader Phonics Instructional Track Lessons 2, 4, 6, 8, 10-13: Beginning Sounds Lessons 24-47: Beginning and Ending Blends Lesson 48: Digraphs th/wh	

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
<input type="checkbox"/> Kindergarten 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B4. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B5. Retell simple stories by using drawings, words,	phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants). English-Language Arts Content Standards	Awareness 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). 1.6 Create and say a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p/l/a/t/ = <i>splat</i>);	syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word.	change, so do the sounds (i.e., the alphabetic principle). Grade One 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words. 1.13 Read compound words and	<input type="checkbox"/> words. <input checked="" type="checkbox"/> 1.2 Identify the title and author of a reading selection. <input checked="" type="checkbox"/> 1.3 Identify letters, words, and sentences. <i>Phonemic Awareness</i> <input checked="" type="checkbox"/> 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). <input type="checkbox"/> 1.6 Create and state a series of rhyming words, including consonant blends. <input type="checkbox"/> 1.7 Add, delete, or change target	Unique Reader Sight Words Instructional Track Lessons 9-12: Level 1 Basic Sight Words <u>ELD B2 EI3, EI4, EI5, ELA 1.7</u> Unique Reader Vocabulary Instructional Track Lessons 1-20, 41-80 <u>ELD EI11, I11, EA7, EA12, EA13, ELA 2.0, 2.1, 2.5, 2.7, 3.0, 3.1</u>		

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Grades K-2 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input type="checkbox"/> or phrases. <input type="checkbox"/> B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input type="checkbox"/> B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer,	Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. Fluency and	<input checked="" type="checkbox"/> /r/i/ch/ = rich). <input checked="" type="checkbox"/> I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet. English-Language	1.13 Count the number of sounds in syllables and syllables in words. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words.	contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel =	<input type="checkbox"/> sounds to change words (e.g., change cow to how; pan to an). <input type="checkbox"/> 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f//a/t/ = flat). <input type="checkbox"/> 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p//a/t/. = splat; /r/i/ch/ = rich). Decoding and Word Recognition <input checked="" type="checkbox"/> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds	Lessons: 22-23, 32-33 - Main Idea 24 & 31 – Prediction 26 – Sequencing 27-28 – Cause and Effect 29 – Drawing Conclusions 34 – Making Inferences 35 – Facts/Fiction 36-37 – Fantasy vs. Reality 39 –	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1				
<input type="checkbox"/> drawing pictures). <input type="checkbox"/> B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. <input type="checkbox"/> B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using	<input checked="" type="checkbox"/> Systematic Vocabulary Development <input checked="" type="checkbox"/> EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input checked="" type="checkbox"/> EI5. Read aloud an increasing number of English words. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by	Arts Content Standards Kindergarten 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. Grade One 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and	<input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <input type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <input type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts	<input type="checkbox"/> <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> . <input type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Explain common antonyms and synonyms.	<input checked="" type="checkbox"/> into recognizable words. <input checked="" type="checkbox"/> 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. <input type="checkbox"/> 1.13 Read compound words and contractions. <input type="checkbox"/> 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> 1.15 Read common word families (e.g., -ite, -ate). <input type="checkbox"/> 1.16 Read aloud	Fact/Opinion 40 – Supporting Details			

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Grades K-2 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<p>key words or pictures, the basic sequence of events in stories read aloud.</p> <p>Literary Response and Analysis</p> <p><input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p><input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.</p>	<p>recognizing and correcting some errors when speaking or reading aloud.</p> <p>Reading Comprehension</p> <p><input type="checkbox"/> E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p> <p><input type="checkbox"/> E18. Draw and label pictures related to a story topic or one's own experience.</p> <p>E19. Understand and follow simple two-step directions for classroom activities.</p>	<p>sentences.</p> <p>Fluency and Systematic Vocabulary Development</p> <p><input checked="" type="checkbox"/> I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><input checked="" type="checkbox"/> I5. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts Content Standards Grade One</p>	<p>Content Standards Kindergarten: Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Grade One: Decoding and Word Recognition</p> <p>1.10 Generate the</p>	<p>English-Language Arts Content Standards Grade Two</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p><input type="checkbox"/> A3. Recognize words that have multiple meanings in texts.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>1.10 Identify simple multiple-meaning words.</p> <p><input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent</p>	<p>with fluency in a manner that sounds like natural speech.</p> <p><i>Vocabulary and Concept Development</i></p> <p><input checked="" type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p><input checked="" 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</p>		

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
	<input type="checkbox"/> EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input checked="" type="checkbox"/> EI11. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI12. Respond orally to factual comprehension questions about stories by answering in simple sentences. <input type="checkbox"/> EI13. Recite simple poems. <input type="checkbox"/> EI14. Identify orally the setting and characters by using	<input type="checkbox"/> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). <input type="checkbox"/> 16. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). English-Language Arts Content Standards Kindergarten 1.18 Describe common objects and	sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. 1.13 Read compound words	reading. English-Language Arts Content Standards Grade Two 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> A5. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. English-Language Arts Content Standards Kindergarten 1.14 Match all consonant and short-vowel sounds to appropriate letters.	essential questions, making predictions, comparing information from several sources). 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. 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			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1				
	simple sentences and vocabulary.	<input type="checkbox"/> 17. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> 18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). Reading Comprehension <input type="checkbox"/> 19. Read stories and respond orally in simple sentences to factual comprehension questions about the	and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read common word families (e.g., <i>-ite -ate</i>). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad</i> ;	1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle). Grade One 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal. <i>Structural Features of Informational Materials</i> <input checked="" type="checkbox"/> 2.1 Identify text that uses sequence or other logical order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 2.2 Respond to <i>who, what, when, where, and how</i> questions. <input type="checkbox"/> 2.3 Follow one-step				

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X	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1				
		<input type="checkbox"/> stories. <input type="checkbox"/> 110. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings. <input checked="" type="checkbox"/> 111. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences. <input type="checkbox"/> 112. Write captions or phrases for drawings related to a story. <input type="checkbox"/> 113. Understand and follow some multiple-step directions for classroom-related	<input type="checkbox"/> <i>blend, mix</i> in stories or games. <input type="checkbox"/> EA4. Use simple prefixes and suffixes when they are attached to known vocabulary. English-Language Arts Content Standards Grade Two <input type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <input type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary to begin	<input type="checkbox"/> 1.12 Use knowledge of vowel diagraphs and <i>r</i> -controlled letter-sound associations to read words. <input checked="" type="checkbox"/> 1.13 Read compound words and contractions. <input type="checkbox"/> 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> 1.15 Read common word families (e.g., <i>-ite, -ate</i>). <input checked="" type="checkbox"/> 1.16 Read aloud with fluency in a manner that sounds like natural speech. Grade Two <input type="checkbox"/> 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special	<input type="checkbox"/> written instructions. <input type="checkbox"/> 2.4 Use context to resolve ambiguities about word and sentence meanings. <input checked="" type="checkbox"/> 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). <input type="checkbox"/> 2.6 Relate prior knowledge to textual information. <input checked="" type="checkbox"/> 2.7 Retell the central ideas of simple expository or narrative passages. <input checked="" type="checkbox"/> 3.0 Literary Response and Analysis <input type="checkbox"/> Students read and respond to a wide variety of significant				

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
		activities. Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in oral and written responses to simple texts. <input type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.	independent reading. Reading Comprehension <input type="checkbox"/> EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. <input checked="" type="checkbox"/> EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. <input type="checkbox"/> EA8. Write a brief summary (three or	vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading	works of children's literature. They distinguish between the structural features of the text and the 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>Narrative Analysis of Grade-level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.1 Identify and describe the elements of plot,		

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Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1				
			<input type="checkbox"/> four complete sentences) of a story. <input type="checkbox"/> EA9. Read and use basic text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and Analysis <input type="checkbox"/> EA11. Read short poems and orally	<input type="checkbox"/> Comprehension A6. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts. <input type="checkbox"/> A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis <input type="checkbox"/> A8. Read a variety of children's literature	<input type="checkbox"/> setting, and character(s) in a story, as well as the story's beginning, middle, and ending. <input type="checkbox"/> 3.2 Describe the roles of authors and illustrators and their contributions to print materials. <input type="checkbox"/> 3.3 Recollect, talk, and write about books read during the school year.				

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced
						<input type="checkbox"/> identify the basic elements (e.g., rhythm and rhyme). <input checked="" type="checkbox"/> EA12. Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input checked="" type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.	<input type="checkbox"/> and respond to it both orally and in writing. <input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.			

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2				
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content Standards	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Grade One: Phonemic	<input checked="" type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.8 Track (move sequentially from sound to sound) and represent changes in simple	<input checked="" type="checkbox"/> Word Analysis A1. Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts content Standards Kindergarten 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words	<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 checked="" type="checkbox"/> 1.1 Recognize and use knowledge of	ELD I3, I5, EA2, A1(1.1, 1.3), A5(1.1.,1.3) ELA 1.0, ELA 1.1, ELA 1.3 Unique Reader Phonics Instructional Track Lesson 48: Consonant Sounds Level 2 (Digraphs) Lessons 2, 4, 6, 7: Beginning Sounds Lesson 47: Ending Consonant Blends			

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> Kindergarten 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B4. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B5. Retell simple stories by using drawings, words, or phrases.	phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input type="checkbox"/> EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants). English-Language Arts Content Standards Kindergarten:	Awareness 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). 1.6 Create and say a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>splat</i> ; /s/p/l/a/t/ = <i>splat</i> ; /r/i/ch/ = <i>rich</i>).	syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the	change, so do the sounds (i.e., the alphabetic principle). Grade One 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns. (i.e., Phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. 1.13 Read compound words and contractions.	<input type="checkbox"/> spelling patterns (e.g., diphthongs, special vowel spellings) when reading. <input type="checkbox"/> 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant / consonant-vowel = <i>sup/per</i>). <input checked="" type="checkbox"/> 1.3 Decode two-syllable nonsense words and regular multisyllable words. <input type="checkbox"/> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). <input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> ,	ELD B2, EA5 A1 (1.15, 1.11), A4 Unique Reader Vocabulary Instructional Track Lessons 1-20, 81-100 Unique Reader Sight Word Instructional Track Lessons 13 – 16 ELD I11, EA6, EA 13, A7 & ELA 2.0, 2.1, 2.5, 2.2, 2.6, 3.0, 3.1 Unique Reader Comprehension Instructional		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input type="checkbox"/> B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). <input type="checkbox"/> B8. Respond orally	Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. Fluency and Systematic Vocabulary	<input type="checkbox"/> I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition 1.4 Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>). <input checked="" type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet. English-Language Arts Content Standards Kindergarten	number of sounds in syllables and syllables in words. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.5 Identify and correctly use	1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-	<input type="checkbox"/> <i>wife/wives</i>). <input type="checkbox"/> 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.7 Understand and explain common antonyms and synonyms. <input type="checkbox"/> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>). <input type="checkbox"/> 1.10 Identify simple multiple-meaning	Track Lesson 41: Author's Purpose Lesson 42: Cause and Effect Lesson 43: Compare and Contrast Lesson 44: Drawing Conclusions and Making Inferences Lessons 47-48: Main Idea Lesson 49: Prediction Lesson 50: Reference Skills		

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading						ELA Standards		Primary Citation	Supporting Citation											
Beginning		Early Intermediate		Intermediate		Advanced				Grade 2										
<input type="checkbox"/>	to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.	<input type="checkbox"/>	Development EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<input type="checkbox"/>	EI4. Read simple vocabulary, phrases, and sentences independently.	<input type="checkbox"/>	EI5. Read aloud an increasing number of English words.	<input type="checkbox"/>	EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when	<input type="checkbox"/>	1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. Grade One 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and sentences. Fluency and Systematic	<input checked="" type="checkbox"/>	EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Kindergarten:	<input type="checkbox"/>	vowel = <i>sup/per</i>). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Fluency and Systematic Vocabulary Development <input type="checkbox"/>	A2. Explain common antonyms and synonyms. English-Language Arts Content	<input checked="" type="checkbox"/>	words. 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 Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and	Lesson 51-53: Sequencing	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
<input type="checkbox"/> read aloud. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/> speaking or reading aloud. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> E18. Draw and label pictures related to a story topic or one's own experience. <input type="checkbox"/> E19. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> E110. Orally identify, using key words or phrases, the basic	<input checked="" type="checkbox"/> Vocabulary Development <input checked="" type="checkbox"/> 14. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input checked="" type="checkbox"/> 15. Use decoding skills to read more complex words independently. English-Language Arts Content Standards Grade One 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of	Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word Recognition 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends	<input type="checkbox"/> Standards Grade Two 1.7 Understand and explain common antonyms and synonyms. <input type="checkbox"/> A3. Recognize words that have multiple meanings in texts. English-Language Arts Content Standards Grade Two 1.10 Identify simple multiple-meaning words. <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. English-Language Arts Content	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 two, students continue to make progress toward this goal. <i>Structural Features of Informational</i>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
	<input checked="" type="checkbox"/> sequence of events in text read aloud. <input checked="" type="checkbox"/> EI11. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI12. Respond orally to factual comprehension questions about stories by answering in simple sentences. <input type="checkbox"/> EI13. Recite simple poems. <input type="checkbox"/> EI14. Identify orally the setting and characters by using simple sentences and vocabulary.	<input type="checkbox"/> animals, foods, toys). <input type="checkbox"/> 16. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). English-Language Arts Content Standards Kindergarten 1.18 Describe common objects and events in both general and specific language. <input type="checkbox"/> 17. Apply knowledge of content-related	and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter- sounds associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words	<input checked="" type="checkbox"/> Standards Grade Two 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. <input checked="" type="checkbox"/> A5. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. English-Language Arts Content Standards Kindergarten 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that	<input checked="" type="checkbox"/> <i>Materials</i> 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 2.2 State the purpose in reading (i.e., tell what information is sought). <input type="checkbox"/> 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. <input type="checkbox"/> 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>). <input checked="" type="checkbox"/> 2.5 Restate facts			

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
		<input type="checkbox"/> vocabulary to discussions and reading. <input type="checkbox"/> 18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). Reading Comprehension <input type="checkbox"/> 19. Read stories and respond orally in simple sentences to factual comprehension questions about the stories. <input type="checkbox"/> 110. While reading aloud in a group, point out basic text features, such as the title, table of	(e.g., <i>look, looked, looking</i>). 1.15 Read common word families (e.g., <i>-ite -ate</i>). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games. <input type="checkbox"/> EA4. Use simple prefixes and suffixes when they	as letters change, so do the sounds (i.e., the alphabetic principle). Grade One 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.	<input checked="" type="checkbox"/> and details in the text to clarify and organize ideas. 2.6 Recognize cause-and-effect relationships in a text. <input type="checkbox"/> 2.7 Interpret information from diagrams, charts, and graphs. <input type="checkbox"/> 2.8 Follow two-step written instructions. <input checked="" 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 the literary terms or elements			

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X	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
		<input type="checkbox"/> contents, and chapter headings. <input type="checkbox"/> I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences. <input type="checkbox"/> I12. Write captions or phrases for drawings related to a story. <input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in	<input type="checkbox"/> are attached to known vocabulary. English-Language Arts Content Standards Grade Two 1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i> . <input checked="" type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. Reading Comprehension <input type="checkbox"/> EA6. Read text	1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read common word families (e.g., <i>-ite, -ate</i>). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-	(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>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.1 Compare and contrast plots, settings, and characters presented by different authors. <input type="checkbox"/> 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the			

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Grades K-2 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
				<input type="checkbox"/> oral and written responses to simple texts. <input type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.	<input type="checkbox"/> and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. <input type="checkbox"/> EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. <input type="checkbox"/> EA8. Write a brief summary (three or four complete sentences) of a story. <input type="checkbox"/> EA9. Read and use basic text features, such as the title, table of	<input type="checkbox"/> consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> .\ 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension	<input type="checkbox"/> A6. Prepare an oral or a written summary by using various comprehension strategies (e.g.,	<input type="checkbox"/> impact of, the alternatives. 3.3 Compare and contrast different versions of the same stories that reflect different cultures. <input type="checkbox"/> 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.					

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2		Primary Citation	Supporting Citation
						<input type="checkbox"/> contents, and chapter headings. <input type="checkbox"/> EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and Analysis <input type="checkbox"/> EA11. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> EA12. Read a literary selection and orally identify the literary	<input checked="" type="checkbox"/> generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts. <input checked="" type="checkbox"/> A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis <input type="checkbox"/> A8. Read a variety of children's literature and respond to it both orally and in writing. <input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).						

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Grades K-2 ELD Reading						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 2	Primary Citation	Supporting Citation
						<input checked="" type="checkbox"/>	elements of plot, setting, and characters. EA13. Read a story and identify the beginning, middle, and end.	<input type="checkbox"/>	A10. Compare and contrast different authors' use of literary elements.			

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Grades 3-5 ELD Reading								ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3	Primary Citation	Supporting Citation		
<input type="checkbox"/>	Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud.	<input type="checkbox"/>	Word Analysis EI1. 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 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.	<input 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 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 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 type="checkbox"/> 1.2 Decode regular	ELD B3, EI3, EI4, I7, EA7, A4 & ELA 1.5 Unique Reader Vocabulary Instructional Track Lessons 1-20, & 101-120 Unique Reader Sight Word Instructional Track Lessons 17-20 ELD B11, B12, B13, EI8, EI13, I10, EA13, EA14, EA 15, EA16, A8, A9, A10, A11, A12, A16, & ELA 1.7,		
<input type="checkbox"/>	B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and Systematic	<input type="checkbox"/>	I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and	<input type="checkbox"/>	EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input 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"/>	B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.													

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3				
<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"/>	2.0, 2.1, 2.3, 2.4, 2.5, 3.2, 3.4 Unique Reader Comprehension Instructional Track Lesson 54: Author's Purpose Lesson 55: Cause and Effect Lesson 56: Drawing Conclusions and Making Inferences Lesson 57: Fact and Opinion Lessons 58-59: Main Idea	
<input type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
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<input type="checkbox"/> academic settings (e.g., locations, greetings, classroom objects). <u>Reading Comprehension</u> <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. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> E18. Read and listen to simple stories and demonstrate under-	<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>). <u>Reading Comprehension</u> <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 checked="" 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. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams,	<input checked="" type="checkbox"/> 1.7 Use a dictionary to learn the meaning and other features of unknown words. <input 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 checked="" 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 Readings in Literature</i> ,	Lesson 60: Predictions Lesson 61: Reference Skills Lessons 62-64: Sequencing Lesson 65: Compare and Contrast		

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Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3				
<input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input checked="" type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input checked="" type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. <u>Literary Response and</u>	<input type="checkbox"/> stand by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown"). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences. <input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence	<input type="checkbox"/> such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <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"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.	<input checked="" type="checkbox"/> increasingly complex narrative and expository texts. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience. <input checked="" type="checkbox"/> EA13. Locate text features, such as format, diagrams,	<input checked="" type="checkbox"/> charts, glossaries, indexes, and the like, to locate and draw information from text. <input checked="" type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input checked="" type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text. <u>Literary Response and</u>	<input checked="" type="checkbox"/> <i>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 checked="" type="checkbox"/> 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.				

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
<input type="checkbox"/>	Analysis B14. Listen to a story and respond orally in one or two words to factual comprehension questions.	<input type="checkbox"/>	of events in text that one reads. EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.	<input type="checkbox"/>	I13. Understand and follow some multiple-step directions for classroom-related activities.	<input type="checkbox"/>	charts, glossaries, and indexes, and identify the functions.	<input type="checkbox"/>	Analysis A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction.	<input type="checkbox"/>	<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.		
<input type="checkbox"/>	B15. Identify orally different characters and settings in simple literary texts by using words or phrases.	<input checked="" type="checkbox"/>	EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.	<input checked="" type="checkbox"/>	EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.	<input type="checkbox"/>	A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques.	<input checked="" type="checkbox"/>	2.3 Demonstrate comprehension by identifying answers in the text.		
<input type="checkbox"/>	B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.	<input type="checkbox"/>	EI14. Orally identify examples of fact and opinion in familiar texts read aloud.	<input type="checkbox"/>	I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	<input checked="" type="checkbox"/>	EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	<input type="checkbox"/>	A15. Recognize and describe themes stated directly or implied in literary texts.	<input checked="" type="checkbox"/>	2.4 Recall major points in the text and make and modify predictions about forthcoming information.		
<input type="checkbox"/>	B17. Create pictures, lists, charts, and tables to identify the characteristics of	<input type="checkbox"/>	EI14. Orally identify examples of fact and opinion in familiar texts read aloud. Literary Response and Analysis	<input type="checkbox"/>	I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	<input checked="" type="checkbox"/>	EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological	<input checked="" type="checkbox"/>	A16. Compare and contrast the motives of characters in a	<input checked="" type="checkbox"/>	2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions.		
				<input type="checkbox"/>	I16. Apply knowledge of			<input checked="" type="checkbox"/>	A16. Compare and contrast the motives of characters in a	<input type="checkbox"/>	2.7 Follow simple multiple-step written		

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fairy tales, folktales, myths, and legends.	<input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Recite simple poems. <input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary work. <input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and	language to derive meaning from literary texts and comprehend them.	<input checked="" type="checkbox"/> order and cause and effect. Literary Response and Analysis <input checked="" type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. <input type="checkbox"/> EA19. Read a literary selection and orally identify metaphors and similes. <input checked="" type="checkbox"/> EA20. Identify the	work of fiction.	<input type="checkbox"/> instructions (e.g., how to assemble a product or play a board game). <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> <input type="checkbox"/> 3.1 Distinguish common forms of literature (e.g.,			

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
	<p>short stories by using simple sentences.</p> <p><input type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.</p>		<p>motives of characters in a work of fiction.</p> <p><input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text.</p> <p><input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences.</p> <p><input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in the plot and its resolution.</p> <p><input type="checkbox"/> EA24. Recognize the difference between the first-person and third-</p>		<p>poetry, drama, fiction, nonfiction). <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input checked="" type="checkbox"/> 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p><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.</p> <p><input checked="" type="checkbox"/> 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.</p> <p><input type="checkbox"/> 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.</p> <p><input type="checkbox"/> 3.6 Identify the speaker or narrator in a selection.</p>			

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Publisher: Let's Go Learn, Inc.				Program Title: Unique Reader			
ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

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.					

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ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading								ELA Standards					
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 4	Primary Citation	Supporting Citation	
<input type="checkbox"/>	Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud.	<input type="checkbox"/>	Word Analysis EI1. 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 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.	<input 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.	<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.	<input 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>Word Recognition</i> <input type="checkbox"/> 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and	ELD B3, EI3, EI4, I7, EA7, A4 & ELA 1.4 Unique Reader Vocabulary Instructional Track Lessons 1-20, 121-140, 169-184	
<input type="checkbox"/>	B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and	<input type="checkbox"/>	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,	<input type="checkbox"/>	Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of	<input type="checkbox"/>	A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that		ELD B11, B12, B13, EI8, EI13, I10, EA13, EA14, EA 15, EA16, EA 17, A8, A9, A10, A11, A12, A16, & ELA 2.3, 2.5, 2.6, 3.1, 3.2, 3.5		

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<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4				
<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	<input checked="" type="checkbox"/> Systematic Vocabulary Development <input checked="" type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in	<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, 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, education</i>). <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input type="checkbox"/> some words have multiple meanings and apply this knowledge consistently. <input checked="" 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 type="checkbox"/> expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. <input type="checkbox"/> 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. <input checked="" type="checkbox"/> 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>). <input type="checkbox"/> 1.5 Use a thesaurus to determine related words and concepts. <input type="checkbox"/> 1.6 Distinguish and interpret words with multiple meanings.	Unique Reader Comprehension Instructional Track Lesson 66: Author's Purpose Lesson 67: Cause and Effect Lesson 68: Compare and Contrast Lesson 69: Context Clues Lesson 70: Drawing Conclusions and Making Inferences			

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<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <u>Reading Comprehension</u> <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	<input type="checkbox"/> simple sentences. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> EI8. Read and	<input checked="" type="checkbox"/> 17. Use content-related vocabulary in discussions and reading. <input type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <u>Reading Comprehension</u> <input type="checkbox"/> 19. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives	<input type="checkbox"/> EA6. Recognize 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	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.	<input checked="" 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 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, students read one-half million words annually, including a good representation of grade-	Lesson 71: Fact and Opinion Lessons 72: Facts and Details Lesson 73: Interpreting Figurative Language Lesson 74: Main Idea Lesson 76: Sequencing Lesson 77: Predictions Lesson 61: Reference Skills		

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<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> using key words and/or phrases. <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input checked="" type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input checked="" type="checkbox"/> B13. Point out text features, such as the title, table of contents, and	<input type="checkbox"/> listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown"). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences. <input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities.	<input checked="" type="checkbox"/> with his family in the forest"). <input checked="" type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <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"/> I12. Read and use more detailed sentences to	<p> pacing, intonation, and expression increasingly complex narrative and expository texts.</p> <p><u>Reading Comprehension</u></p> <input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. <input checked="" type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input checked="" type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect	<input type="checkbox"/> level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. <i>Comprehension and analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).			

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<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> chapter headings. <input type="checkbox"/> <u>Literary Response and Analysis</u> <input type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.	<input type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence 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 checked="" 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	<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"/> <u>Literary Response and Analysis</u> <input type="checkbox"/> I15. Use expanded vocabulary and	<input checked="" type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions. <input checked="" type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input checked="" type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input checked="" type="checkbox"/> EA16. Identify some significant	<input type="checkbox"/> in text. <input type="checkbox"/> <u>Literary Response and Analysis</u> <input type="checkbox"/> A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction. <input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. <input type="checkbox"/> A15. Recognize and describe themes stated directly or implied	<input checked="" type="checkbox"/> 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. <input type="checkbox"/> 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. <input checked="" type="checkbox"/> 2.5 Compare and contrast information on the same topic after reading several passages or articles. <input checked="" type="checkbox"/> 2.6 Distinguish between cause and effect and between fact and opinion in expository text. <input type="checkbox"/> 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer			

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<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<p>aloud.</p> <p><u>Literary Response and Analysis</u></p> <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	<input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	<p>structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</p> <p><u>Literary Response and Analysis</u></p> <input checked="" type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification).	<input checked="" type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<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 the 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>	<input checked="" type="checkbox"/> 3.1 Describe the structural differences of		
	<input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences.		<input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture.					
	<input type="checkbox"/> EI17. Recite simple poems.		<input type="checkbox"/> EA19. Read a					
	<input type="checkbox"/> EI18. Describe orally in simple sentences the							

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<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
	<input type="checkbox"/> setting of a literary work. <input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences. <input type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.		<input type="checkbox"/> literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA20. Identify the motives of characters in a work of fiction. <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in			<input checked="" type="checkbox"/> various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. <input type="checkbox"/> 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. <input type="checkbox"/> 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures		

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X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation
Beginning		Early Intermediate		Intermediate		Grade 4			
				<input type="checkbox"/> the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-person points of view in a literary text.		<input checked="" type="checkbox"/> (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.			

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<input checked="" 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 (AB1802)

Grades 3-5 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<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 checked="" type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in	<input type="checkbox"/> Word Analysis EI1. 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 type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and Systematic Vocabulary	<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,	<input 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 type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of	<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 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 type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <input type="checkbox"/> 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept</i>	ELD B3, EI3, EI4, I7, EA7, A4 & ELA 1.4 Unique Reader Vocabulary Instructional Track Lessons: 1-20, 141-173 ELD B11, B12, B13, EI8, EI13, I10, EA13, EA14, EA 15, EA16, EA 17, A8, A9, A10, A11, A12, A16, & ELA 2.3, 2.5, 2.6, 3.1, 3.2, 3.5	Unique Reader

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<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<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	<input checked="" type="checkbox"/> Development <input checked="" type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI5. 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, 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, education</i>). <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input type="checkbox"/> some words have multiple meanings and apply this knowledge consistently. <input checked="" 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 type="checkbox"/> <i>Development</i> <input type="checkbox"/> 1.2 Use word origins to determine the meaning of unknown words. <input type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. <input checked="" type="checkbox"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>). <input type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-	Comprehension Instructional Track Lesson 78: Author's Purpose Lesson 79: Cause and Effect Lesson 80: Compare and Contrast Lesson 81: Context Clues Lesson 82: Drawing Conclusions and Making Inferences Lesson 83: Fact		

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <u>Reading Comprehension</u> <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	<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. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> E18. Read and listen to simple stories and demonstrate under-	<input checked="" type="checkbox"/> 17. Use content-related vocabulary in discussions and reading. <input type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <u>Reading Comprehension</u> <input type="checkbox"/> 19. 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"/> EA6. Recognize 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	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <u>Reading Comprehension</u> <input checked="" type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.	appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers,		and Opinion Lessons 84: Facts and Details Lesson 85: Main Idea Lesson 86: Prediction Lesson 87: Sequencing Lesson 88: Summarizing Lesson 89: Figurative Language	

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> using key words and/or phrases. <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input checked="" type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and	<input type="checkbox"/> stand by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown"). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences. <input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI11. Orally identify, using simple sentences,	<input type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <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"/> I12. Read and use more detailed sentences to describe orally the relationships between text and	<p>acing, intonation, and expression increasingly complex narrative and expository texts.</p> <p><u>Reading Comprehension</u></p> <input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. <input checked="" type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input checked="" type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/> online information). In grade five, students make progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. <input checked="" type="checkbox"/> 2.2 Analyze text that is organized in sequential or chronological order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. <input checked="" type="checkbox"/> 2.4 Draw inferences, conclusions, or generalizations about text			

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802)

Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
<input type="checkbox"/>	chapter headings. Literary Response and Analysis	<input type="checkbox"/>	the basic sequence of events in text that one reads.	<input type="checkbox"/>	one's own experiences.	<input type="checkbox"/>	EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.	<input type="checkbox"/>	Literary Response and Analysis	<input checked="" type="checkbox"/>	and support them with textual evidence and prior knowledge. <i>Expository Critique</i> 2.5 Distinguish facts, supported inferences, and opinions in text.
<input type="checkbox"/>	B14. Listen to a story and respond orally in one or two words to factual comprehension questions.	<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"/>	I13. Understand and follow some multiple-step directions for classroom-related activities.	<input checked="" type="checkbox"/>	EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.	<input type="checkbox"/>	A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction.	<input type="checkbox"/>	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. 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.
<input type="checkbox"/>	B15. Identify orally different characters and settings in simple literary texts by using words or phrases.	<input type="checkbox"/>	EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. Literary Response and Analysis	<input checked="" type="checkbox"/>	EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	<input type="checkbox"/>	A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques.		
<input type="checkbox"/>	B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.	<input type="checkbox"/>	EI14. Orally identify examples of fact and opinion in familiar texts read aloud. Literary Response	<input type="checkbox"/>	I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written	<input checked="" type="checkbox"/>	EA16. Identify some significant	<input type="checkbox"/>	A15. Recognize and describe themes stated directly or implied in literary texts.		

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<input type="checkbox"/>	B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<input type="checkbox"/> and Analysis EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI17. Recite simple poems. <input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary work.	<input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	<input type="checkbox"/> structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. <input checked="" type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. <input type="checkbox"/> EA19. Read a	<input checked="" type="checkbox"/>	A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> <i>Structural Features of Literature</i> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input checked="" type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or		

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	<input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences. <input type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.		<input type="checkbox"/> literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA20. Identify the motives of characters in a work of fiction. <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences. <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in		<input type="checkbox"/> theme. 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. <input type="checkbox"/> 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. <input type="checkbox"/> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility			

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					<input type="checkbox"/> the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-person points of view in a literary text.		of plots and settings, use of figurative language) to influence readers' perspectives.		

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