

Publisher:		Program Title:	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<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 type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input 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. Phonemic Awareness <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).	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. Phonemic Awareness <input type="checkbox"/> I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. Decoding and Word Recognition <input type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet.	<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). <input type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	<input 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). Fluency and Systematic Vocabulary Development A2. Explain common antonyms and synonyms. A3. Recognize words that have multiple meanings in texts.	<input checked="" 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. <input type="checkbox"/> <i>Concepts About Print</i> 1.1 Identify the front cover, back cover, and title page of a book. <input checked="" type="checkbox"/> 1.2 Follow words from left to right and from top to bottom on the printed page.	EA1 Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM 2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: Could Be TE89 FL; FW; IntW; IndW; ELL Lilac: Rolling ELL 41 Berry:Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	B3 Lemon: Feeding ELL 26 Lemon: The Plant ELL 29 Peach: Taller and Smaller ELL 35 Peach: The Fish Bowl ELL 33 Lilac: In the Garden ELL 39 Lilac: Looking After A Dog ELL 40 B4 & B7 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going Peach: Ben and the Cold ELL 32
<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	

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<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). <input checked="" type="checkbox"/> Reading Comprehension 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"/> recognizing and correcting some errors when speaking or reading aloud. <input checked="" type="checkbox"/> Reading Comprehension E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input checked="" 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"/> 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). <input checked="" type="checkbox"/> I7. Apply knowledge of content-related vocabulary to discussions and reading. <input checked="" type="checkbox"/> I8. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).	<input type="checkbox"/> Reading Comprehension 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.	A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis A8. Read a variety of children's literature and respond to it both orally and in writing. A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). A10. Compare and contrast different authors' use of literary elements.	<input type="checkbox"/> three isolated phonemes (e.g., <i>lf, s, thl, lj, d, jl</i>). <input type="checkbox"/> 1.8 Track (move sequentially from sound to sound) and represent changes in simple 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). <input type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables.	Peach: Ben's Bath Lilac: Hair ELL 39 I7 Peach: In the Box 33 Peach: The Magnet 34 Peach: Taller and Smaller 35 Peach: What the King Likes Lilac: The Monster Lilac: My Body ELL 40 B8 Lemon: I Can Ride ELL 27 Lemon: I Can Draw ELL 27 Peach: The Sandcastle Peach: What Can I		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<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"/> E110. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> E111. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> E112. Respond orally to factual comprehension questions about stories by answering in simple sentences. <input type="checkbox"/> E113. Recite simple poems. <input type="checkbox"/> E114. Identify orally the setting and characters by using simple sentences	Reading Comprehension <input type="checkbox"/> I9. Read stories and respond orally in simple sentences to factual comprehension questions about the stories. <input type="checkbox"/> I10. While reading aloud in a group, point out basic text features, such as the title, table of 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"/> 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 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.		<input checked="" type="checkbox"/> 1.10 Identify and produce rhyming words in response to an oral prompt. <input type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input type="checkbox"/> 1.12 Track auditory each word in a sentence and each syllable in a word. <input type="checkbox"/> 1.13 Count the number of sounds in syllables and syllables in words.	Sing 35 Lilac: I Could Be ELL 39 Lilac: In the Garden ELL 39 18 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE 67V; IndW; BLM2; ELL ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE137V; ELL 41		

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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	and vocabulary.	<input checked="" 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"/> 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 type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.		<input type="checkbox"/> <i>Decoding and Word Recognition</i> 1.14 Match all consonant and short-vowel sounds to appropriate letters. <input checked="" 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).	EI10 & B11 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28 Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL EI8 & I12 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41 EI8 & I12 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39		
<input type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions.		<input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.						
<input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.		<input type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.						

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
					<input checked="" type="checkbox"/> <i>Vocabulary and Concept Development</i> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language.	Lilac: Sleepy Zoo ELL 41 1.0 Word Analysis & Vocabulary Development 1.2, 1.5 & 1.7 Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F		
					<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,	SW; BLM 2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: Could Be TE89 FL; FW; IntW; IndW; ELL Lilac: Rolling ELL 41		

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		<input type="checkbox"/>				<p>comparing new information to what is already known). The selections in <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.</p> <p><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.</p>	<p>Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43</p> <p>1.10 Berry: Pet Day TE 125 FS; BLM 2; ELL 47 Berry: Around and About TE 53; SLW; ELL 44</p> <p>K 1.15 & 1.17 Lemon: The Band TE 37 SLW; ELL 25 Lemon: Max Jumps TE 109 SW; ELL 28; BLM 2 Lemon: The Plant ELL 29 Peach: At the Beach ELL 31</p>	

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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 2.2 Use pictures and context to make predictions about story content. <input checked="" type="checkbox"/> 2.3 Connect to life experiences the information and events in texts. <input type="checkbox"/> 2.4 Retell familiar stories. <input type="checkbox"/> 2.5 Ask and answer questions about essential elements of a text.	Peach: Ben & the Cold TE 53; ELL 32; BLM 2 Peach: Joan's Garden TE 101 SLW; V; ELL 34; BLM 2 Lilac: My Body TE 119 SLW; V; ELL 40; BLMs 1&2 2.0 Reading Comprehension 2.2 Lemon: In My Pocket TE 97 IndW; ELL 28 Lemon: The Puzzle ELL 29 Peach: What Can Sing? ELL 35 Peach: What the King Likes ELL 36 Lilac: Sleepy Zoo	

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			<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" 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, 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> 3.1 Distinguish fantasy from realistic	TE130 BR; ELL 41 DR; BLM1 Lilac: The Worm ELL 42 2.3 Lemon: I am Jumping TE 67 CS Peach: Shoes Lilac: I Could Be ELL 39 Lilac: Sleepy Zoo TE 131CS; ELL 41 BR; BLM1 3.0 Literary Response 3.3 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28 Lemon: Running ELL 30 DR Peach: Ben and the Cold ELL 32	

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			<input type="checkbox"/>		<input type="checkbox"/>	text.	Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL 36	
			<input type="checkbox"/>		<input type="checkbox"/>	3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).		
			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3.3 Identify characters, settings, and important events.		
					<input type="checkbox"/>			

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<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.	<input type="checkbox"/> Word Analysis E11. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. <input type="checkbox"/> Phonemic Awareness E12. Recognize English phonemes that do not correspond to sounds students 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"/> Phonemic Awareness I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. <input type="checkbox"/> Decoding and Word Recognition I3. Recognize and name all uppercase and lowercase letters of the alphabet.	<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). <input type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	<input 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). <input type="checkbox"/> Fluency and Systematic Vocabulary Development A2. Explain common antonyms and synonyms. <input type="checkbox"/> A3. Recognize words that have multiple meanings in texts.	<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>Concepts About Print</i>	EA1 & B2 Lemon: The Mess TE115F Lemon: Max Jumps TE109 Lemon: My Doll TE 121F SW; BLM2 Peach: Ben & the Cold TE53; BLM2 Peach: What the King Likes TE 155 F Lilac: Could Be TE89 FL; FW; IntW;IndW; ELL Lilac: Rolling ELL 41 Berry:Tess & the Cat TE155F; BLM1 Berry: Anna’s Big Day ELL 43 Mint: Ling’s New Friend TE 71 FW		

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B3 Lemon: Feeding ELL 26 Lemon: The Plant ELL 29 Peach: Taller and Smaller ELL 35 Peach: The Fish Bowl ELL 33 Lilac: In the Garden ELL 39 Lilac: Looking After A Dog ELL 40 Berry: I Can See You ELL 45 Berry: No One	
<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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Publisher:		Program Title:	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> <p>needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p>Reading Comprehension</p> <p>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).</p>	<input type="checkbox"/> <p>E16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p> <p>Reading Comprehension</p> <input type="checkbox"/> <p>E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>	<input type="checkbox"/> <p>a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <input type="checkbox"/> <p>17. Apply knowledge of content-related vocabulary to discussions and reading.</p> <input checked="" type="checkbox"/> <p>18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p>	<input type="checkbox"/> <p>reading.</p> <p>Reading Comprehension</p> <input type="checkbox"/> <p>EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.</p> <input type="checkbox"/> <p>EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <input type="checkbox"/> <p>EA8. Write a brief summary (three or four complete sentences) of a</p>	<input type="checkbox"/> <p>area texts.</p> <p>A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.</p> <p>Literary Response and Analysis</p> <input type="checkbox"/> <p>A8. Read a variety of children's literature and respond to it both orally and in writing.</p> <input type="checkbox"/> <p>A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p> <input type="checkbox"/> <p>A10. Compare and contrast different authors' use of literary elements.</p>	<input type="checkbox"/> <p><i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <input type="checkbox"/> <p>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>).</p> <input type="checkbox"/> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <input type="checkbox"/> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/. = <i>splat</i>; /r/i/ch/ = rich).</p> <p><i>Decoding and Word</i></p>	<p>Likes Me ELL 46 Kiwi: Fish ELL 51 Lime: Ben at the Theme Park ELL 61; BLM 1 Lime: Five Beans ELL 62; BLM 2 Cucumber: Ben and the Crab ELL 69; BLM 1</p> <p>B4 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going Peach: Ben and the Cold ELL 32 Peach: Ben's Bath Lilac: Hair ELL 39 Berry: I Can See You ELL 45</p>	

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation																				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1																							
<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"/>	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 sequence of events in text read aloud.	<input type="checkbox"/>	E111. Draw logical inferences from a story read aloud.	<input type="checkbox"/>	19. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.	<input type="checkbox"/>	I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the	<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.	<input type="checkbox"/>	EA11. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	<input checked="" type="checkbox"/>	<i>Recognition</i> 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 of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.	Berry: No One Likes Me ELL 46 Kiwi: Fish ELL 51 B7 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going Peach: Ben and the Cold ELL 32 Peach: Ben's Bath Lilac: Hair ELL 39 I7 Peach: In the Box 33 Peach: The Magnet 34 Peach: Taller and Smaller 35 Peach: What the King Likes

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation					
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1								
<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"/>	EI12. Respond orally to factual comprehension questions about stories by answering in simple sentences.	<input type="checkbox"/>	inferences. I12. Write captions or phrases for drawings related to a story.	<input type="checkbox"/>	EA12. Read a literary selection and orally identify the literary elements of plot, setting, and characters.	<input type="checkbox"/>	EA13. Read a story and identify the beginning, middle, and end.	<input checked="" type="checkbox"/>	1.13 Read compound words and contractions.	Lilac: The Monster Lilac: My Body ELL 40	
<input type="checkbox"/>	B12. Listen to a story and respond orally in one or two words to factual comprehension questions.	<input type="checkbox"/>	EI13. Recite simple poems.	<input type="checkbox"/>	I13. Understand and follow some multiple-step directions for classroom-related activities.	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	B8 Lemon: I Can Ride ELL 27 Lemon: I Can Draw ELL 27 Peach: The Sandcastle Peach: What Can I Sing 35 Lilac: I Could Be ELL 39 Lilac: In the Garden ELL 39	
<input type="checkbox"/>	B13. Draw pictures related to a work of literature identifying setting and characters.	<input type="checkbox"/>	EI14. Identify orally the setting and characters by using simple sentences and vocabulary.	<input type="checkbox"/>	Literary Response and Analysis I14. Use expanded vocabulary and descriptive words in oral and written responses to simple texts.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	1.15 Read common word families (e.g., -ite, -ate).		
					I15. Read simple poetry and use simple sentences in answering factual comprehension					<input checked="" type="checkbox"/>	1.16 Read aloud with fluency in a manner that sounds like natural speech.	I8 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE67V; IndW;BLM2;ELL ELL 26 Peach: What the	

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
	<input type="checkbox"/>	<input type="checkbox"/>	questions.		<input checked="" type="checkbox"/>	<i>Vocabulary and Concept Development</i>	King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37	
	<input type="checkbox"/>				<input checked="" type="checkbox"/>	1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	Lilac: This is Me, TE137V; ELL 41	
	<input type="checkbox"/>				<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,	B9 Lilac: I Could Be ELL 39 Berry: Friends ELL 44 Kiwi: Soccer ELL 48 Kiwi: Oh No! ELL 53 Kiwi: Too Little ELL 54 EI10 & B11 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1			
		<input type="checkbox"/>				making predictions, comparing information from several sources).	Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL E18 & I12 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41 Kiwi: The Chicken and the Egg ELL 50; BLM 1 Lime: Potato Printing ELL 59	
		<input type="checkbox"/>				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	1.13 Berry: Hide TE 83 V Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW	
		<input type="checkbox"/>						

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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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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> 2.1 Identify text that uses sequence or other logical order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Mint: Sheepdog Max TE 143 FW Lime: You Can't Do It ELL;FW Lime: Hide & Seek TE 71 CS 1.14 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE 67 V; BLM2 ; ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE 137 V; ELL 41 1.16 Lemon: The Kitten TE 103 FI; ELL 28	

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

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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"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	2.2 Respond to <i>who, what, when, where, and how</i> questions.	Lilac: Ben's Colors TE 59 FI Lilac: Elephant Play ELL 38 Kiwi: Birthday Bear TE 53 FI; ELL 50 Cucumber: Billy Goats Gruff TE 58 AR; ELL 68	
		<input type="checkbox"/>			<input type="checkbox"/>	2.3 Follow one-step written instructions.		
					<input type="checkbox"/>	2.4 Use context to resolve ambiguities about word and sentence meanings.	1.17 Lemon: The Band TE 37 SWL; ELL 25 Lemon: Max Jumps TE 109 SW; BLM 2; ELL 28 Peach: Ben & the Cold TE 53; ELL 32; BLM 2	
					<input checked="" type="checkbox"/>	2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	Peach: Joan's Garden TE 101SWL; V; ELL 34; BLM 2	
					<input type="checkbox"/>	2.6 Relate prior knowledge to textual information.		

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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 checked="" type="checkbox"/> 2.7 Retell the central ideas of simple expository or narrative passages. 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</i>	Lilac: My Body TE 119 CWL; V; ELL 40; BLMs 1&2 Lilac: What I Wear ELL 42 Berry: Around & About TE 53 SWL; V; ELL 44 Berry: Chicks Don't Say Quack TE 59 SWL; V Berry: Snails and Slugs TE 143 SW Berry: Soccer TE 149 SWL; V; SW; BLM2; ELL 48 Berry: Grandma & Me TE 77 V Reading Comprensión 2.0 2.1 Lemon: The Kitten TE103 SW		

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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 checked="" type="checkbox"/> <p><i>Eight</i> illustrate the quality and complexity of the materials to be read by students. <i>Narrative Analysis of Grade-level-Appropriate Text</i></p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about</p>	<p>Lemon: The Plant TE127 CS Peach: The Sandcastle TE119 Cs Berry: Max in a Tree T107CS Lilac: Looking After a Dog: TE 101 CS; BLM1 Mint: Making a Dinosaur ELL 57 Mint: Make a Rainbow Fish ELL 57 Mint: Seasons Project TE137 IntW Lime: Visiting the Vet TE 137 CS;BLM1</p> <p>2.2 Berry: Max On a Hill ELL 46; BLM 2</p>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1	Primary Citation	Supporting Citation
					books read during the school year.	Berry: Pet Day Kiwi: Too Little ELL 54 Mint: Ling's New Friend ELL 56; BLM 1 Lime: Hide and Seek ELL 62; BLMs 1&2 Blueberry: Antarctica Blueberry: Camping Out 2.5 Lemon: In My Pocket TE 97 IndW; ELL 28 Lemon: The Puzzle ELL 29 Peach: What Can Sing? ELL 35 Peach: What the King Likes ELL 36 Lilac: Sleepy Zoo	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 1		Primary Citation	Supporting Citation
							TE130 BR; ELL 41 DR; BLM1 Lilac: The Worm ELL 42 3.0 Literary Response 3.1 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28 Lemon: Running ELL 30 DR Peach: Ben and the Cold ELL 32 Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL 36	

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<input type="checkbox"/> Beginning (B)	<input type="checkbox"/> Early Advanced (EA)		
<input type="checkbox"/> Early Intermediate (EI)	<input type="checkbox"/> Advanced (A)		
<input type="checkbox"/> Intermediate (I)			

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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"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. <input type="checkbox"/> Fluency and Systematic Vocabulary Development B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input 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. <input type="checkbox"/> Phonemic Awareness EI2. Recognize English phonemes that do not correspond to sounds students 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"/> Phonemic Awareness I2. Recognize sound/symbol relationships and basic word formation rules in phrases, simple sentences, or simple text. <input type="checkbox"/> Decoding and Word Recognition I3. Recognize and name all uppercase and lowercase letters of the alphabet.	<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). <input type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	<input 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). <input type="checkbox"/> Fluency and Systematic Vocabulary Development A2. Explain common antonyms and synonyms. <input type="checkbox"/> A3. Recognize words that have multiple meanings in texts.	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. <i>Decoding and Word Recognition</i> <input type="checkbox"/> 1.1 Recognize and use knowledge of	EA1 Lemon: The Mess TE 115F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: Could Be TE 89 FL; FW; IntW; IndW; ELL Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry:Tess & the Cat TE155F;	

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	BLM1 Berry: Anna's Big Day ELL 43 Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: You Can't Do It ELL;FW Lime: Hide & Seek TE 71 CS	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B3 Lemon: Feeding ELL 26 Lemon: The Plant ELL 29 Peach: Taller and Smaller ELL 35 Peach: The Fish Bowl ELL 33 Lilac: In the Garden ELL 39 Lilac: Looking After A Dog ELL	
<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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<input type="checkbox"/> Early Intermediate (EI)	<input type="checkbox"/> Advanced (A)		
<input type="checkbox"/> Intermediate (I)			

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input checked="" type="checkbox"/> 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 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	<input type="checkbox"/> aloud. <input checked="" type="checkbox"/> Reading Comprehension E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input checked="" 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 checked="" type="checkbox"/> E110. Orally identify, using key words or phrases, the basic sequence of events	<input checked="" type="checkbox"/> 17. Apply knowledge of content-related vocabulary to discussions and reading. <input checked="" type="checkbox"/> 18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). <input type="checkbox"/> Reading Comprehension 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	<input type="checkbox"/> 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"/> A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. <input checked="" type="checkbox"/> Literary Response and Analysis 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). <input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.	<input type="checkbox"/> 1.5 Identify and correctly use regular plural (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). <input checked="" 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.	40 Berry: I Can See You ELL 45 Berry: No One Likes Me ELL 46 Kiwi: Fish ELL 51 Lime: Ben at the Theme Park ELL 61; BLM 1 Lime: Five Beans ELL 62; BLM 2 Cucumber: Ben and the Crab ELL 69; BLM 1 Cornflower: The Best Pet; BLM 1&2 B4 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going		

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Publisher:		Program Title:	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
<input type="checkbox"/> 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"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input type="checkbox"/> in text read aloud. <input type="checkbox"/> EI11. Draw logical inferences from a story read aloud. Literary Response and Analysis <input checked="" 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"/> features, such as the title, table of 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 checked="" 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	<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 elements of plot,		<input checked="" 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 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	Peach: Ben and the Cold ELL 32 Peach: Ben's Bath Lilac: Hair ELL 39 Berry: I Can See You ELL 45 Berry: No One Likes Me ELL 46 Kiwi: Fish ELL 51 B7 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going Peach: Ben and the Cold ELL 32 Peach: Ben's Bath Lilac: Hair ELL 39		

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input type="checkbox"/> magazines, newspapers, online information). In grade two, students continue to make progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 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 type="checkbox"/> 2.2 State the purpose in reading (i.e., tell what information is sought).	Lilac: The Monster Lilac: My Body ELL 40 Lime: Secret Notes ELL 64 Lime: That's Fair Bear ELL 65 Cucumber: The Bell on the Cat ELL 67 Cucumber: It's Shearing Time, Max! ELL 69 Blueberry: Dino World ELL 75; BLM 1 B8 Lemon: I Can Ride ELL 27 Lemon: I Can Draw ELL 27 Peach: The Sandcastle Peach: What Can I Sing ? 35 Lilac: I Could Be		

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Intermediate (I)			

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<input type="checkbox"/> 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. <input checked="" 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 and details in the text to clarify and organize ideas. <input type="checkbox"/> 2.6 Recognize cause-and-effect relationships in a text. <input type="checkbox"/> 2.7 Interpret information from diagrams, charts, and graphs.	ELL 39 Lilac: This Is Me ELL 41 Berry: Will You Play? ELL 48 Kiwi: Bossy and Wag ELL 50 Kiwi: Too Little ELL 54 Lime: My New Pet ELL 63 Cucumber: Eat Up, Chick! BlueBerry: Antarctica ELL 74 EI8 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41		

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Intermediate (I)			

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
					<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 (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and	I8 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE 67V; IndW; BLM2; ELL ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE 137V; ELL 41 EI10 & B11 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28 Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL		

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
			<input type="checkbox"/>			<p>complexity of the materials to be read by students.</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p><input type="checkbox"/> 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.</p> <p><input checked="" type="checkbox"/> 3.3 Compare and contrast different versions of the same stories that</p>	<p>Kiwi: The King's Slippers ELL 50 Kiwi: Boots for the King ELL 52 Mint: I Want a Dog ELL 56 Lime: Visiting the Vet ELL 65 Cucumber: What Shape is Water? ELL 72 Blueberry: Hurry Up, Lucy! ELL 75 Blueberry: Be Careful, Ogre! Ell 74</p> <p>I12 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41</p>	

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
			<input type="checkbox"/>		<input type="checkbox"/>	reflect different cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	Word Analysis 1.6 Lemon: The Kitten TE 103 FI; ELL 28 Lilac: Ben's Colors TE 59 FI Lilac: Elephant Play ELL 38 Kiwi: Birthday Bear TE 53 FI; ELL 50 Mint: The Other Side ELL 58 Cucumber: Billy Goats Gruff TE 58 AR; ELL 68 Cucumber: The Giant's Cake ELL 69 Blueberry: Old Teddy ELL 76 Blueberry: Town Mouse and Country Mouse ELL 78	

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

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2			
			<input type="checkbox"/>				1.9 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE67V; IndW;BLM2;ELL ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE137V; ELL 41 2.0 Reading Comprehension Lemon: The Mess TE 115F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2	

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

Grades K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
						Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: Could Be TE 89 FL; FW; IntW; IndW; ELL Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43 Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW		

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Grades K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
						Lime: You Can't Do It ELL;FW Lime: Hide & Seek TE 71 CS 2.4 & 2.5 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82 3.0 & A8 Literary Response Lemon: The Mess TE 115F Lemon: Max Jumps TE 109 Lemon: My Doll		

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Grades K-2 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation
						TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: Could Be TE 89 FL; FW; IntW; IndW; ELL Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43 Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW	

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Intermediate (I)			

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

Grades K-2 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 2	Primary Citation	Supporting Citation	
						Mint: Sheepdog Max TE 143 FW Lime: You Can't Do It ELL;FW Lime: Hide & Seek TE 71 CS 3.3 Lime: Cluck! Quack! Moo! ELL 62 Lime: Little Red Riding Hood ELL 63 Blueberry: Chick's Adventure ELL 74		

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Grades K-2 ELD Reading					ELA Standards			
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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	B1, EI1, I1, EA1, and EI2 Lemon: The Mess TE 115F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43 Mint: Ling's New	
<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 checked="" 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"/>		

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
<input type="checkbox"/> academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input checked="" type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases. <input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings,	<input type="checkbox"/> E13. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> E14. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> E15. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. <input type="checkbox"/> E16. Demonstrate internalization of English grammar,	<input type="checkbox"/> 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 checked="" type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. <input checked="" type="checkbox"/> I7. Use content-related vocabulary in discussions and reading.	<input type="checkbox"/> <i>present/gift, present/time</i> in literature and texts in content areas. <input checked="" 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"/> EA6. Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas.	<input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input checked="" 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"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.	<input checked="" type="checkbox"/> multisyllabic words. 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. <input type="checkbox"/> 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>). <input type="checkbox"/> 1.6 Use sentence and word context to find the meaning of unknown words.	Friend TE 71 FW; ELL 56; BLM 1 Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: What’s In Here? ELL 66 Lime: Hide & Seek TE 71 CS; ELL 62 B3 Lemon: Feeding ELL 26 Lemon: The Plant ELL 29 Peach: Taller and Smaller ELL 35 Peach: The Fish Bowl ELL 33 Lilac: In the Garden ELL 39 Lilac: Looking After A Dog ELL 40 Berry: I Can See You ELL 45 Berry: No One Likes		

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

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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"/> classroom objects). <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"/> B10. Understand and follow simple one-step directions for classroom activities.	<input checked="" type="checkbox"/> usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input checked="" type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. <input checked="" type="checkbox"/> Reading Comprehension <input checked="" type="checkbox"/> EI8. Read and listen to simple stories and demonstrate under-stand by using simple sentences to respond to explicit detailed questions	<input checked="" type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <input type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”). <input type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written	<input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <input checked="" type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading	<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/> 1.7 Use a dictionary to learn the meaning and other features of unknown words. <input checked="" type="checkbox"/> 1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words. <input 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> ,	Me ELL 46 Kiwi: Fish ELL 51 Lime: Ben at the Theme Park ELL 61; BLM 1 Lime: Five Beans ELL 62; BLM 2 Cucumber: Ben and the Crab ELL 69; BLM 1 Cornflower: The Best Pet; BLM 1&2 B4 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going Peach: Ben and the Cold ELL 32 Peach: Ben’s Bath Lilac: Hair ELL 39 Berry: I Can See You ELL 45		

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ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input checked="" type="checkbox"/> (e.g., "The bear is brown"). EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.	<input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	<input type="checkbox"/> Comprehension EA10. Describe the main ideas and supporting details of a text. EA11. Generate and respond to comprehension questions related to the 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 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> 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	Berry: No One Likes Me ELL 46 Kiwi: Fish ELL 51 B6 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41 I6 Lilac: The Mean Giant TE 106 F; ELL 40 Blueberry: The River ELL 77; BLMs 1&2 Cornflower: Diary of a Dog TE 83 V Cornflower: Helga and the Ogre: TE 149 V	
<input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities.	<input checked="" type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.	<input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.			
<input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings. Literary Response and Analysis	<input checked="" type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.	<input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities.	<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 A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction.			
<input checked="" type="checkbox"/> B14. Listen to a story and respond orally in one or two	<input type="checkbox"/> EI12. Read text and orally identify the main ideas by						

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<input type="checkbox"/> Beginning (B)	<input type="checkbox"/> Early Advanced (EA)		
<input type="checkbox"/> Early Intermediate (EI)	<input type="checkbox"/> Advanced (A)		
<input type="checkbox"/> Intermediate (I)			

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
<input checked="" type="checkbox"/> words to factual comprehension questions. <input checked="" 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"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<input type="checkbox"/> using simple sentences and drawing inferences about the text. <input type="checkbox"/> E113. Read and identify basic text features such as the title, table of contents, and chapter headings. <input checked="" type="checkbox"/> E114. Orally identify examples of fact and opinion in familiar texts read aloud. <u>Literary Response and Analysis</u> <input type="checkbox"/> E115. Respond orally to factual comprehension questions about brief literary texts	<input checked="" type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <u>Literary Response and Analysis</u> <input type="checkbox"/> I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	<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 structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. <u>Literary Response and Analysis</u>	<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 in literary texts. <input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input checked="" type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. <input checked="" type="checkbox"/> 2.3 Demonstrate comprehension by identifying answers in the text. <input type="checkbox"/> 2.4 Recall major points in the text and make and modify predictions about forthcoming information. <input checked="" type="checkbox"/> 2.5 Distinguish the main idea and supporting details in expository text. <input checked="" type="checkbox"/> 2.6 Extract appropriate and significant information from the text, including problems and solutions. <input type="checkbox"/> 2.7 Follow simple multiple-step written	B7 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: Berry: Anna's Big Day ELL 43 Peach: Ben and the Cold ELL 32 Lilac: Hair ELL 39 Berry: Grandma & Me ELL 45 Kiwi: What Am I? ELL 54 Mint: What Can You See? ELL 57 Cucumber: The Reptile Farm ELL 70 E17 & EA9 Berry: Max On a Hill ELL 46; BLM 2 Berry: Pet Day Kiwi: Too Little ELL		

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
	<input type="checkbox"/> 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 short stories by using simple sentences. <input type="checkbox"/> EI20. Describe		<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 checked="" type="checkbox"/> EA19. Read a 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		<input checked="" type="checkbox"/> instructions (e.g., how to assemble a product or play a board game). <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 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.,	54 Mint: Ling's New Friend ELL 56; BLM 1 Lime: Hide and Seek ELL 62; BLMs 1&2 Blueberry: Antarctica ELL 74 Blueberry: Camping Out ELL 74; BLM 1 17 Peach: In the Box ELL 33 Peach: The Magnet ELL 34 Peach: Taller and Smaller ELL 35 Peach: What the King Likes Lilac: The Monster Lilac: My Body ELL 40 Lime: Secret Notes ELL 64 Lime: That's Fair Bear ELL 65		

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
	orally in simple sentences a character in a literary selection according to his or her actions.		<input checked="" type="checkbox"/> directly in a text. <input checked="" 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 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"/> poetry, drama, fiction, nonfiction). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. <input type="checkbox"/> 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. <input type="checkbox"/> 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. <input type="checkbox"/> 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. <input type="checkbox"/> 3.6 Identify the speaker or narrator in a selection.		Cucumber: The Bell on the Cat ELL 67 Cucumber: It's Shearing Time, Max! ELL 69 Blueberry: Dino World ELL 75; BLM 1 E18 & 19 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82	

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

Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation	
						18 & EA4 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE 67V; IndW; BLM2; ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE 137 V; ELL 41 EA8 & A5 Cucumber: Did I Scare You? TE 65V; ELL 68 Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation	
						Cherry: Mickel and the Blacksmith ELL 93 EI9 Berry: I Can See You TE89 IntW Berry: Sam's Dog TE131CS Kiwi: Boots for the King TE9CS Mint: Bump TE47CS; BLM2 Blueberry: Camping Out TE 65 CS; BLM1 A9 Berry: No One Likes Me TE 119 SW Kiwi: Five Senses TE 89 CS; BLM1 Kiwi: Leafy Sea Dragons TE113 CS; BLM1 Kiwi: What Am I? TE 161 CS; BLM1 Mint: Ling's New		

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							Friend TE 71CS; BLM1 Mint: Make a Dinosaur TE 83 CS;BLM 1 Mint: The Other Side TE 113 CS;BLM1,IntW;IndW Lime: My Skateboard TE 95 CS; BLM1, IntW; IndW Lime: Secret Notes TE 107 CS;BLM1 Cucumber: The Reptile Farm TE 119 CS; BLM1; Blueberry :How A Butterfly Farm Works TE89 CS; IntW; IndW; ELL 75; BLMs 1&2 B11 & EI11 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL Kiwi: The King's Slippers ELL 50 Kiwi: Boots for the King ELL 52 Mint: I Want a Dog ELL 56 Lime: Visiting the Vet ELL 65 Cucumber: What Shape is Water? ELL 72 Blueberry: Hurry Up, Lucy! ELL 75 Blueberry: Be Careful, Ogre! ELL 74 A11 Mint: Trees TE 149 CS; ELL 60; BLM 1 Cornflower: What's This? TE 161 CS; ELL 84; BLMs 1 & 2	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							I12 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41 B14 Kiwi: Bossy & Nag TE 65 CS; IntW; IndW; BLM 2 Kiwi: The Mango Tree TE 125 CS; IndW Mint: I Want a Dog TE 59 CS Mint: Old & New TE 107 CS; BLM1 Blueberry: Chick's Adventure TE 71 CS; SW; IndW; ELL 74 BLMs 1 & 2	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							EI14 & I14 Berry: Grandma and ME TE 77 IndW; BLM2 Cucumber: Trash TE 131CS; BLMs 1&2 Cucumber: Yucky, Mucky Mud TE 161 CS;BLM1 Blueberry: Dino World TE 77 CS;V; SW; ELL 75 BLM 1 Blueberry: Ling's Monster TE 107 CS; SW; BLM 1 EA14 Lime: My New Pet TE CS; SW; BLMs 1 & 2 Lime: What Fun TE 143 CS; BLM 1 Cornflower: Keep Rivers Clean TE 107 CS; IntW; IndW; BLMs 1 & 2	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							B15 Berry: Hide TE 83 CS Berry: Max on a Hill TE 133V Mint: Elephant Tricks TE 53 IndW EA15 Berry: Grandma and ME TE 77 IndW; BLM2 Cucumber: Trash TE 131CS; BLMs 1&2 Cucumber: Yucky, Mucky Mud TE 161 CS; BLM1 Blueberry: Dino World TE 77 CS; V; SW; ELL 75 BLM 1 Blueberry: Ling's Monster TE 107 CS; SW; BLM 1 EA16 Lime: Cluck! Quack! Moo! TE 53V; SW; IndW; ELL 62; BLm	

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							1 Cornflower: Prize Goat ELL 84 EA 17 & EA19 Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86 EA22 Kiwi: Jo & the Spider TE 101CS; BLM1 Kiwi: The Mango Tree TE 125 CS Blueberry :I Want to Be Me TE 101 CS; BLM 1 1.3 Word Analysis & Fluency, etc Lemon: The Kitten TE 103 FI; ELL 28 Lilac: Ben’s Colors TE 59 CS-F	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							Lilac: Elephant Play ELL 38 Kiwi: Birthday Bear TE 53 F; ELL 50 Mint: The Other Side ELL 58 Cucumber: Billy Goats Gruff TE 58 AR; ELL 68 Cucumber: The Giant's Cake Ell 69 Blueberry: Old Teddy ELL 76 Blueberry: Town Mouse and Country Mouse ELL 78 1.8 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE 67V; IndW; BLM2; ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball	

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						ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE 137 V; ELL 41 2.0 Reading Comprehension Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat	

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							TE155F; BLM1 Berry: Anna’s Big Day ELL 43 Mint: Ling’s New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: Hide & Seek TE 71 CS 2.2 & 2.3 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82	

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

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							2.5 Berry: No One Likes Me TE 119 SW Kiwi: Five Senses TE 89 CS; BLM1 Kiwi: Leafy Sea Dragons TE 113 CS;BLM1 Kiwi: What Am I? TE 161 CS;BLM1 Mint: Ling's New Friend TE 71 CS;BLM1 Mint: Make a Dinosaur TE 83CS;BLM 1 Mint: The Other Side TE 113 CS; IntW; IndW; ELL 58; BLM 1 Lime: My Skateboard TE 95CS; BLM1, IntW; IndW Lime: Secret Notes TE 107 CS;BLM1 Cucumber: The Reptile Farm TE 119	

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Intermediate (I)			

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3			
							CS; ELL 70; BLM1; Blueberry: How A Butterfly Farm Works TE 89 CS; BLM1-2; IntW; IndW; ELL 75 2.6 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82 3.0 & A8 Literary Response Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F; SW; BLM 2	

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Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
						Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE 155 F; BLM1 Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: You Can Do It ELL 66 Lime: Hide & Seek TE 71 CS 3.2 Lime: Little Red Riding Hood TE 77 CS; V; SW; IndW;	

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Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 3	Primary Citation	Supporting Citation
						ELL 63; BLMs 1 & 2 Cucumber: The Billy Goats Gruff ELL 68 Cucumber: The Fox and the Crow TE 77 CS; BLM1-2; SW Blueberry: Chick's Adventure TE 71 SW; IndW; ELL 74; BLM 1&2 Cornflower: The Bremen Town Musicians TE 65; SW; ELL 80; BLM 1	

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> 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 stories or games.	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> E11. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). <input checked="" type="checkbox"/> E12. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and Systematic Vocabulary	<input checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> 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 checked="" type="checkbox"/> Word Analysis <input type="checkbox"/> 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 unfamiliar words.	<input type="checkbox"/> Word Analysis <input type="checkbox"/> 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 some words have	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Word Recognition <input checked="" type="checkbox"/> 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	B1, EI1, I1, EA1, and EI2 Lemon: The Mess TE 115F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43 Mint: Ling's New		

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Friend TE 71 FW; ELL 56; BLM 1 Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: What's In Here? ELL 66 Lime: Hide & Seek TE 71 CS; ELL 62 B3 Lemon: Feeding ELL 26 Lemon: The Plant ELL 29 Peach: Taller and Smaller ELL 35 Peach: The Fish Bowl ELL 33 Lilac: In the Garden ELL 39 Lilac: Looking After A Dog ELL 40 Berry: I Can See You ELL 45 Berry: No One Likes	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>		

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input type="checkbox"/> academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> Reading Comprehension 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"/> 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. <input checked="" type="checkbox"/> EI8. Read and listen to simple stories and demonstrate under-stand by	<input checked="" type="checkbox"/> 17. Use content-related vocabulary in discussions and reading. <input checked="" type="checkbox"/> 18. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). Reading Comprehension <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"/> (e.g., "fly like a bird") and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. <input checked="" type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly	<input type="checkbox"/> with appropriate pacing, intonation, and expression narrative and expository texts. Reading Comprehension <input 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 type="checkbox"/> A10. Use text features, such as format, diagrams,	<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	Me ELL 46 Kiwi: Fish ELL 51 Lime: Ben at the Theme Park ELL 61; BLM 1 Lime: Five Beans ELL 62; BLM 2 Cucumber: Ben and the Crab ELL 69; BLM 1 Cornflower: The Best Pet; BLM 1&2 B4 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going Peach: Ben and the Cold ELL 32 Peach: Ben's Bath Lilac: Hair ELL 39 Berry: I Can See You ELL 45		

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation	
<input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/> using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").	<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"/> complex narrative and expository texts. <u>Reading Comprehension</u>	<input type="checkbox"/> charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/> grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i>	Berry: No One Likes Me ELL 46 Kiwi: Fish ELL 51		
<input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input checked="" type="checkbox"/> E19. Read and orally identify relationships between written text and one's own experience by using simple sentences.	<input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	<input type="checkbox"/> EA10. Describe the main ideas and supporting details of a text.	<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 type="checkbox"/> 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, sequential or chronological order, proposition and support) to strengthen comprehension.	Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41		
<input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/> E110. Understand and follow simple two-step directions for classroom activities.	<input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and	<input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text.	<input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/> <i>Comprehension and analysis of Grade-Level-Appropriate Text</i>	I6 Lilac: The Mean Giant TE 106F; ELL 40 Blueberry: The River ELL 77; BLMs 1&2		
<input type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings.	<input checked="" type="checkbox"/> E111. Orally identify, using simple sentences, the basic sequence of events in text		<input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input type="checkbox"/> <u>Literary Response and Analysis</u>	<input checked="" type="checkbox"/> 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal	Cornflower: Diary of a Dog TE 83 V Cornflower: Helga and the Ogre: TE 149 V B7 Lemon: Feeding ELL		

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
<input checked="" type="checkbox"/> <u>Literary Response and Analysis</u> <input checked="" type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input checked="" 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"/> B17. Create pictures, lists,	<input type="checkbox"/> that one reads. <input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input checked="" type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud. <u>Literary Response and Analysis</u>	<input type="checkbox"/> one's own experiences. <input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input checked="" type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <input type="checkbox"/> I15. Use expanded vocabulary and descriptive words in paraphrasing oral and written	<input checked="" type="checkbox"/> 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 structural (organizational) patterns in text, such as sequential or chronological	<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 in literary texts. <input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input checked="" type="checkbox"/> enjoyment). <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 type="checkbox"/> 2.5 Compare and contrast information on the same topic after reading several passages or articles. <input 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.,	26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: Berry: Anna's Big Day ELL 43 Peach: Ben and the Cold ELL 32 Lilac: Hair ELL 39 Berry: Grandma & Me ELL 45 Kiwi: What Am I? ELL 54 Mint: What Can You See? ELL 57 Cucumber: The Reptile Farm ELL 70 EL7 & EA9 Berry: Max On a Hill ELL 46; BLM 2 Berry: Pet Day Kiwi: Too Little ELL 54 Mint: Ling's New		

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<input type="checkbox"/> E115. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input type="checkbox"/> E116. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> E117. Recite simple poems. <input type="checkbox"/> E118. Describe orally in simple sentences the setting of a literary work. <input type="checkbox"/> E119. Distinguish orally between poetry, drama, and	<input type="checkbox"/> responses to texts. <input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	<input checked="" type="checkbox"/> order and cause and effect. <u>Literary Response and Analysis</u> <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 checked="" type="checkbox"/> EA19. Read a literary selection and orally identify metaphors and similes. <input type="checkbox"/> EA20. Identify the		<input type="checkbox"/> how to use computer commands or video games). 3.0 Literary Response and Analysis <input checked="" type="checkbox"/> 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. <input type="checkbox"/> <i>Structural Features of Literature</i> 3.1 Describe the	Friend ELL 56; BLM 1 Lime: Hide and Seek ELL 62; BLMs 1&2 Blueberry: Antarctica ELL 74 Blueberry: Camping Out ELL 74; BLM 1 I7 Peach: In the Box ELL 33 Peach: The Magnet ELL 34 Peach: Taller and Smaller ELL 35 Peach: What the King Likes Lilac: The Monster Lilac: My Body ELL 40 Lime: Secret Notes ELL 64 Lime: That’s Fair Bear ELL 65 Cucumber: The Bell on the Cat ELL 67		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
	<input type="checkbox"/> 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"/> motives of characters in a work of fiction. <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text. <input checked="" 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 the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-		<input type="checkbox"/> structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input 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 checked="" type="checkbox"/> 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to	Cucumber: It's Shearing Time, Max! ELL 69 Blueberry: Dino World ELL 75; BLM 1 E18 & 19 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82 18 & EA4 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE 67V; IndW; BLM2; ELL		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
			person points of view in a literary text.			account for similar tales in diverse cultures (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE 137 V; ELL 41 EA8 & A5 Cucumber: Did I Scare You? TE 65V; ELL 68 Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86 Cherry: Mickel and the Blacksmith ELL 93 E19 Berry: I Can See You	

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Intermediate (I)			

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

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
						TE89 IntW Berry: Sam's Dog TE131CS Kiwi:Boots for the King TE9CS Mint:Bump TE47CS;BLM2 Blueberry: Camping Out TE 65 CS; BLM1 A9 Berry: No One Likes Me TE 119 SW Kiwi: Five Senses TE 89 CS; BLM1 Kiwi: Leafy Sea Dragons TE113 CS; BLM1 Kiwi: What Am I? TE 161 CS;BLM1 Mint: Ling's New Friend TE 71CS; BLM1 Mint: Make a Dinosaur TE 83 CS;BLM 1 Mint: The Other Side	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							TE 113 CS;BLM1,IntW;IndW Lime: My Skateboard TE 95 CS; BLM1, IntW; IndW Lime: Secret Notes TE 107 CS;BLM1 Cucumber:T he Reptile Farm TE 119 CS; BLM1; Blueberry :How A Butterfly Farm Works TE89 CS; IntW; IndW; ELL 75; BLMs 1&2 B11 & EI11 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28 Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL Kiwi: The King's Slippers ELL 50	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							Kiwi: Boots for the King ELL 52 Mint: I Want a Dog ELL 56 Lime: Visiting the Vet ELL 65 Cucumber: What Shape is Water? ELL 72 Blueberry: Hurry Up, Lucy! ELL 75 Blueberry: Be Careful, Ogre! ELL 74 I12 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41 A11 Mint: Trees TE 149 CS; ELL 60; BLM 1	

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Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
						Cornflower: What's This? TE 161 CS; ELL 84; BLMs 1 & 2 B14 Kiwi: Bossy & Nag TE 65 CS; IntW; IndW; BLM 2 Kiwi: The Mango Tree TE 125 CS; IndW Mint: I Want a Dog TE 59 CS Mint: Old & New TE 107 CS; BLM1 Blueberry: Chick's Adventure TE 71 CS; SW; IndW; ELL 74 BLMs 1 & 2 EI14 & I14 Berry: Grandma and ME TE 77 IndW; BLM2 Cucumber: Trash TE	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							131CS; BLMs 1&2 Cucumber: Yucky, Mucky Mud TE 161 CS;BLM1 Blueberry: Dino World TE 77 CS;V; SW; ELL 75 BLM 1 Blueberry: Ling's Monster TE 107 CS; SW; BLM 1 EA14 Lime: My New Pet TE CS; SW; BLMs 1 & 2 Lime: What Fun TE 143 CS; BLM 1 Cornflower: Keep Rivers Clean TE 107 CS; IntW; IndW; BLMs 1 & 2 B15 Berry:Hide TE 83 CS Berry: Max on a Hill TE 133V Mint: Elephant Tricks	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							TE 53 IndW EA15 Berry: Grandma and ME TE 77 IndW; BLM2 Cucumber: Trash TE 131CS; BLMs 1&2 Cucumber: Yucky, Mucky Mud TE 161 CS; BLM1 Blueberry: Dino World TE 77 CS;V; SW; ELL 75 BLM 1 Blueberry: Ling's Monster TE 107 CS; SW; BLM 1 EA16 Lime: Cluck! Quack! Moo! TE 53V; SW; IndW; ELL 62; BLM 1 Cornflower: Prize Goat ELL 84 EA 17 & EA19	

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Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
						Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86 EA22 Kiwi: Jo & the Spider TE 101CS; BLM1 Kiwi: The Mango Tree TE 125 CS Blue: I Want to Be Me TE 101CS; BLM1 1.0 Word Analysis & Fluency, etc 1.1 Lemon: The Kitten TE 103 FI; ELL 28 Lilac: Ben's Colors TE 59 CS-F Lilac: Elephant Play ELL 38 Kiwi: Birthday Bear TE 53 F; ELL 50 Mint: The Other Side	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							ELL 58 Cucumber: Billy Goats Gruff TE 58 AR; ELL 68 Cucumber: The Giant's Cake ELL 69 Blueberry: Old Teddy ELL 76 Blueberry: Town Mouse and Country Mouse ELL 78 1.2 Cucumber: Did I Scare You? TE 65V; ELL 68 Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86 Cherry: Mickel and the Blacksmith ELL 93	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							1.4 Lemon: Feeding ELL 26 Lemon: I Am Jumping TE 67V; IndW; BLM2; ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE 137 V; ELL 41 2.0 Reading Comprehension Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43 Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: Hide & Seek TE 71 CS 2.2 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars	

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Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4	Primary Citation	Supporting Citation
						ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82 Berry: No One Likes Me TE 119 SW Kiwi: Five Senses TE 89 CS; BLM1 Kiwi: Leafy Sea Dragons TE 113 CS;BLM1 Kiwi: What Am I? TE 161 CS;BLM1 Mint: Ling's New Friend TE 71 CS;BLM1 Mint: Make a Dinosaur TE 83CS;BLM 1 Mint: The Other Side TE 113 CS; IntW; IndW; ELL 58; BLM 1	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							Lime: My Skateboard TE 95CS; BLM1, IntW; IndW Lime: Secret Notes TE 107 CS;BLM1 Cucumber: The Reptile Farm TE 119 CS; ELL 70; BLM1; Blueberry: How A Butterfly Farm Works TE 89 CS; BLM1-2; IntW; IndW; ELL 75 2.3 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							3.0 & A8 Literary Response Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F; SW; BLM 2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE 155 F; BLM1 Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: You Can Do It	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 4			
							ELL 66 Lime: Hide & Seek TE 71 CS 3.4 Lime: Little Red Riding Hood TE 77 CS; V; SW; IndW; ELL 63; BLMs 1 & 2 Cucumber: The Billy Goats Gruff ELL 68 Cucumber: The Fox and the Crow TE 77 CS; BLM1-2; SW Blueberry: Chick's Adventure TE 71 SW; IndW; ELL 74; BLM 1&2 Cornflower: The Bremen Town Musicians TE 65; SW; ELL 80; BLM 1	

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<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games.	<input type="checkbox"/> Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> 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 unfamiliar words.	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words have	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students 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 checked="" type="checkbox"/> Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Vocabulary and Concept	B1, EI1, I1, EA1, and EI2 Lemon: The Mess TE 115F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43		

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/>	<input type="checkbox"/> Development EI3. Apply knowledge of content-related vocabulary to discussions and reading.	<input type="checkbox"/> phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.	<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"/> multiple meanings and apply this knowledge consistently.	<input type="checkbox"/>	<input type="checkbox"/> <i>Development</i> 1.2 Use word origins to determine the meaning of unknown words.	Mint: Ling's New Friend TE 71 FW; ELL 56; BLM 1	
<input type="checkbox"/>	<input type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently.	<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"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).	<input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/>	<input type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	Mint: Max & the Clouds TE 95 FW	
<input type="checkbox"/>	<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"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading.	<input checked="" type="checkbox"/>	<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>).	Mint: Sheepdog Max TE 143 FW	
<input type="checkbox"/>	<input type="checkbox"/> EI6. Demonstrate	<input type="checkbox"/> I7. Use content-	<input type="checkbox"/> EA6. Recognize simple analogies	<input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.	<input type="checkbox"/>	<input type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context.	Lime: What's In Here? ELL 66	
				<input type="checkbox"/> A7. Read aloud	<input type="checkbox"/>	<input type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material.	Lime: Hide & Seek TE 71 CS; ELL 62	
							B3 Lemon: Feeding ELL 26	
							Lemon: The Plant ELL 29	
							Peach: Taller and Smaller ELL 35	
							Peach: The Fish Bowl ELL 33	
							Lilac: In the Garden ELL 39	
							Lilac: Looking After A Dog ELL 40	
							Berry: I Can See You ELL 45	

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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"/> and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> Reading Comprehension B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words	<input type="checkbox"/> 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. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> EI8. Read and listen to simple stories and demonstrate under-stand by using simple	<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>spea</i> k, <i>spea</i> ker). <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”). <input type="checkbox"/> I10. Read text and identify features,	<input type="checkbox"/> (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input 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 increasingly	<input type="checkbox"/> with appropriate pacing, intonation, and expression narrative and expository texts. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence. <input type="checkbox"/> A10. Use text features, such as format, diagrams,	<input type="checkbox"/> 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, online information). In grade five, students		Berry: No One Likes Me ELL 46 Kiwi: Fish ELL 51 Lime: Ben at the Theme Park ELL 61; BLM 1 Lime: Five Beans ELL 62; BLM 2 Cucumber: Ben and the Crab ELL 69; BLM 1 Cornflower: The Best Pet; BLM 1&2 B4 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: I Am Going Peach: Ben and the Cold ELL 32 Peach: Ben’s Bath Lilac: Hair ELL 39 Berry: I Can See You	

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ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation					
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5								
<input type="checkbox"/>	and/or phrases.	<input type="checkbox"/>	sentences to respond to explicit detailed questions (e.g., “The bear is brown”).	<input type="checkbox"/>	such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	<input type="checkbox"/>	complex narrative and expository texts.	<input type="checkbox"/>	charts, glossaries, indexes, and the like, to locate and draw information from text.	<input type="checkbox"/>	make progress toward this goal. <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	ELL 45 Berry: No One Likes Me ELL 46 Kiwi: Fish ELL 51	
<input type="checkbox"/>	B10. Understand and follow simple one-step directions for classroom activities.	<input type="checkbox"/>	EI9. Read and orally identify relationships between written text and one’s own experience by using simple sentences.	<input type="checkbox"/>	I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	<input type="checkbox"/>	EA10. Describe the main ideas and supporting details of a text.	<input type="checkbox"/>	A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.	<input type="checkbox"/>	2.2 Analyze text that is organized in sequential or chronological order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	B6 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41	
<input type="checkbox"/>	B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.	<input type="checkbox"/>	EI10. Understand and follow simple two-step directions for classroom activities.	<input type="checkbox"/>	I12. Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences.	<input type="checkbox"/>	EA11. Generate and respond to the comprehension questions related to the text.	<input type="checkbox"/>	A12. Distinguish fact from opinion and inference and cause from effect in text.	<input checked="" type="checkbox"/>	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and	I6 Lilac: The Mean Giant TE 106F; ELL 40 Blueberry: The River ELL 77; BLMs 1&2 Cornflower: Diary of a Dog TE 83 V Cornflower: Helga and the Ogre: TE 149 V	
<input type="checkbox"/>	B12. Identify, using key words and /or phrases, the main idea in a story read aloud.	<input type="checkbox"/>	EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.	<input type="checkbox"/>		<input type="checkbox"/>	EA12. Describe relationships between the text and one’s personal experience.	<input type="checkbox"/>		<input checked="" type="checkbox"/>			
<input type="checkbox"/>	B13. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	EA13. Locate text features, such as format, diagrams,	<input type="checkbox"/>		<input type="checkbox"/>			

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<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
<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"/> B17. Create pictures, lists,	<input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud. <input type="checkbox"/> <u>Literary Response and Analysis</u> <input type="checkbox"/> EI15. Respond	<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 descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I16. Apply	<input type="checkbox"/> charts, glossaries, and indexes, and identify the functions. <input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological	<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 in literary texts. <input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> prior knowledge. <i>Expository Critique</i> <input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text. <input checked="" type="checkbox"/> 3.0 Literary Response and Analysis <input type="checkbox"/> 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"/> <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Identify and analyze the characteristics of	B7 Lemon: Feeding ELL 26 Lemon: Fruit Salad ELL 26 Lemon: The Plant ELL 29 Lemon: Berry: Anna's Big Day ELL 43 Peach: Ben and the Cold ELL 32 Lilac: Hair ELL 39 Berry: Grandma & Me ELL 45 Kiwi: What Am I? ELL 54 Mint: What Can You See? ELL 57 Cucumber: The Reptile Farm ELL 70 EI7 & EA9 Berry: Max On a Hill ELL 46; BLM 2 Berry: Pet Day Kiwi: Too Little ELL		

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Intermediate (I)			

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<input type="checkbox"/> 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 short stories by	knowledge of language to derive meaning from literary texts and comprehend them.	<input type="checkbox"/> order and cause and effect. <u>Literary Response and Analysis</u> <input 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 type="checkbox"/> EA20. Identify the			<input type="checkbox"/> 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 type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input 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 theme. <input checked="" type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a	54 Mint: Ling's New Friend ELL 56; BLM 1 Lime: Hide and Seek ELL 62; BLMs 1&2 Blueberry: Antarctica ELL 74 Blueberry: Camping Out ELL 74; BLM 1 I7 Peach: In the Box ELL 33 Peach: The Magnet ELL 34 Peach: Taller and Smaller ELL 35 Peach: What the King Likes Lilac: The Monster Lilac: My Body ELL 40 Lime: Secret Notes ELL 64 Lime: That's Fair Bear ELL 65	

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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"/> using simple sentences. EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.		<input type="checkbox"/> 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 the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-		<input type="checkbox"/> 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 of plots and settings, use of figurative language) to influence readers' perspectives.	Cucumber: The Bell on the Cat ELL 67 Cucumber: It's Shearing Time, Max! ELL 69 Blueberry: Dino World ELL 75; BLM 1 E18 & 19 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82 18 & EA4 Lemon: Feeding ELL 26 Lemon: I Am		

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
			person points of view in a literary text.				Jumping TE 67V; IndW; BLM2; ELL 26 Peach: What the King Likes ELL 36 Lilac: Bear's Ball ELL 37 Lilac: Good Dog ELL 37 Lilac: This is Me, TE 137 V; ELL 41 EA8 & A5 Cucumber: Did I Scare You? TE 65V; ELL 68 Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86 Cherry: Mickel and the Blacksmith ELL 93	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							E19 Berry:I Can See You TE89 IntW Berry: Sam’s Dog TE131CS Kiwi:Boots for the King TE9CS Mint:Bump TE47CS;BLM2 Blueberry: Camping Out TE 65 CS; BLM1 A9 Berry: No One Likes Me TE 119 SW Kiwi: Five Senses TE 89 CS; BLM1 Kiwi: Leafy Sea Dragons TE113 CS; BLM1 Kiwi: What Am I? TE 161 CS;BLM1 Mint: Ling’s New Friend TE 71CS; BLM1 Mint: Make a Dinosaur TE 83	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							CS;BLM 1 Mint: The Other Side TE 113 CS;BLM1,IntW;IndW Lime: My Skateboard TE 95 CS; BLM1, IntW; IndW Lime: Secret Notes TE 107 CS;BLM1 Cucumber:T he Reptile Farm TE 119 CS; BLM1; Blueberry :How A Butterfly Farm Works TE89 CS; IntW; IndW; ELL 75; BLMs 1&2 B11 & EI11 Lemon: The Kitten ELL 28 Lemon: In My Pocket ELL 28 Peach: The Fish and Cat ELL 32 Peach: Where is Max? ELL	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
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							Kiwi: The King's Slippers ELL 50 Kiwi: Boots for the King ELL 52 Mint: I Want a Dog ELL 56 Lime: Visiting the Vet ELL 65 Cucumber: What Shape is Water? ELL 72 Blueberry: Hurry Up, Lucy! ELL 75 Blueberry: Be Careful, Ogre! ELL 74 112 Lemon: Max Jumps ELL 28 Peach: Shoes ELL 35 Lilac: Good Dog ELL 39 Lilac: Sleepy Zoo ELL 41	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							A11 Mint: Trees TE 149 CS; ELL 60; BLM 1 Cornflower: What's This? TE 161 CS; ELL 84; BLMs 1 & 2 B14 Kiwi: Bossy & Nag TE 65 CS; IntW; IndW; BLM 2 Kiwi: The Mango Tree TE 125 CS; IndW Mint: I Want a Dog TE 59 CS Mint: Old & New TE 107 CS; BLM1 Blueberry: Chick's Adventure TE 71 CS; SW; IndW; ELL 74 BLMs 1 & 2 EI14 & I14 Berry: Grandma and ME TE 77 IndW;	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							BLM2 Cucumber: Trash TE 131CS; BLMs 1&2 Cucumber: Yucky, Mucky Mud TE 161 CS;BLM1 Blueberry: Dino World TE 77 CS;V; SW; ELL 75 BLM 1 Blueberry: Ling's Monster TE 107 CS; SW; BLM 1 EA14 Lime: My New Pet TE CS; SW; BLMs 1 & 2 Lime: What Fun TE 143 CS; BLM 1 Cornflower: Keep Rivers Clean TE 107 CS; IntW; IndW; BLMs 1 & 2 B15 Berry: Hide TE 83 CS Berry: Max on a Hill	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							TE 133V Mint: Elephant Tricks TE 53 IndW EA15 Berry: Grandma and ME TE 77 IndW; BLM2 Cucumber: Trash TE 131CS; BLMs 1&2 Cucumber: Yucky, Mucky Mud TE 161 CS; BLM1 Blueberry: Dino World TE 77 CS;V; SW; ELL 75 BLM 1 Blueberry: Ling's Monster TE 107 CS; SW; BLM 1 EA16 Lime: Cluck! Quack! Moo! TE 53V; SW; IndW; ELL 62; BLm 1 Cornflower: Prize Goat ELL 84	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							EA 17 & EA19 Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86 EA22 Kiwi: Jo & the Spider TE 101CS; BLM1 Kiwi: The Mango Tree TE 125 CS Blue: I Want to Be Me TE 101CS; BLM1 1.0 Word Analysis & Fluency, etc 1.1 Lemon: The Kitten TE 103 F1; ELL 28 Lilac: Ben's Colors TE 59 CS-F Lilac: Elephant Play ELL 38 Kiwi: Birthday Bear	

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							TE 53 F; ELL 50 Mint: The Other Side ELL 58 Cucumber: Billy Goats Gruff TE 58 AR; ELL 68 Cucumber: The Giant's Cake ELL 69 Blueberry: Old Teddy ELL 76 Blueberry: Town Mouse and Country Mouse ELL 78 1.5 Cucumber: Did I Scare You? TE 65V; ELL 68 Cornflower: Prize Goat ELL 84 Plum: As Still as a Statue ELL 86 Plum: Big Ned and the Eggs ELL 86 Cherry: Mickel and the Blacksmith ELL	

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							93 2.0 Reading Comprehension Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F SW; BLM2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW; IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Tess & the Cat TE 155F; BLM1 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE155F; BLM1 Berry: Anna's Big Day ELL 43 Mint: Ling's New	

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

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

Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: Hide & Seek TE 71 CS 2.3 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82 Berry: No One Likes Me TE 119 SW Kiwi: Five Senses TE 89 CS; BLM1 Kiwi: Leafy Sea Dragons TE 113		

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							CS;BLM1 Kiwi: What Am I? TE 161 CS;BLM1 Mint: Ling's New Friend TE 71 CS;BLM1 Mint: Make a Dinosaur TE 83CS;BLM 1 Mint: The Other Side TE 113 CS; IntW; IndW; ELL 58; BLM 1 Lime: My Skateboard TE 95CS; BLM1, IntW; IndW Lime: Secret Notes TE 107 CS;BLM1 Cucumber: The Reptile Farm TE 119 CS; ELL 70; BLM1; Blueberry: How A Butterfly Farm Works TE 89 CS; BLM1-2; IntW; IndW; ELL 75	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							2.4 Blueberry: Animal Shelters ELL 73; BLM 1 Blueberry: Sea Stars ELL 77; BLM 2 Cornflower: The Bremen Town Musicians ELL 80; BLM 1 Cornflower: A Magnifying Glass ELL 82 3.0 & A8 Literary Response Lemon: The Mess TE 115 F Lemon: Max Jumps TE 109 Lemon: My Doll TE 121 F; SW; BLM 2 Peach: Ben & the Cold TE 53; BLM 2 Peach: What the King Likes TE 155 F Lilac: I Could Be TE 89 FL; FW; IntW;	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							IndW; ELL 39 Lilac: Rolling ELL 41 Berry: Anna's Big Day ELL 43 Berry: Tess & the Cat TE 155 F; BLM1 Mint: Ling's New Friend TE 71 FW Mint: Max & the Clouds TE 95 FW Mint: Sheepdog Max TE 143 FW Lime: You Can Do It ELL 66 Lime: Hide & Seek TE 71 CS 3.4 Lime: Little Red Riding Hood TE 77 CS; V; SW; IndW; ELL 63; BLMs 1 & 2 Cucumber: The Billy Goats Gruff ELL 68 Cucumber: The Fox and the Crow TE 77 CS; BLM1-2; SW	

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Grades 3-5 ELD Reading					ELA Standards					
Beginning		Early Intermediate		Intermediate	Early Advanced	Advanced		Grade 5	Primary Citation	Supporting Citation
									Blueberry: Chick's Adventure TE 71 SW; IndW; ELL 74; BLM 1&2 Cornflower: The Bremen Town Musicians TE 65; SW; ELL 80; BLM 1	

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