

Publisher: <b>Alloy Multimedia, Inc.</b>		Program Title: <b>ESL ReadingSmart, Online</b> <b>www.esreadingsmart.com</b>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	<b>Beginning (B)</b>	<input type="checkbox"/>	<b>Early Advanced (EA)</b>
<input type="checkbox"/>	<b>Early Intermediate (EI)</b>	<input type="checkbox"/>	<b>Advanced (A)</b>
<input type="checkbox"/>	<b>Intermediate (I)</b>	<input type="checkbox"/>	

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

Grades 6-8 ELD Reading Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input checked="" type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input checked="" type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i> ) in phrases, simple sentences, literature, and	<input type="checkbox"/> <b>Word Analysis</b> <input type="checkbox"/> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i> ) and false cognates (e.g., <i>éxito, exit</i> ) in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> EA3. Use knowledge of English	<input type="checkbox"/> <b>Word Analysis</b> <input type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Reading</b> <input checked="" type="checkbox"/> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  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. <i>Word Recognition</i> <input checked="" type="checkbox"/> 1.1 Read aloud	<b>BEGINNING</b> <b><u>B1 ELD &amp; 1.1 ELA</u></b> Students/Online/JumpStart/ All Units/Listening Teachers/Lesson Plans/ JumpStart/The Calendar: Listening/ Activities 2-3 and Reading/ Activities 1-3 Teachers/Lesson Plans/ JumpStart/ Classroom: Vocabulary Development/ Activities 1-3 Teachers/Lesson Plans/ JumpStart/ Family: Vocabulary Development/ Activities 1-2 Teachers/Lesson Plans/ JumpStart/Places/ Listening	<b>BEGINNING</b>      <b><u>B2 ELD &amp; 1.0 ELA</u></b> Teachers/Lesson Plans/	

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<input checked="" type="checkbox"/>	texts; demonstrate comprehension by using one to two words or simple- sentence responses.	<input type="checkbox"/>	content area texts.  <b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/>	I3. Use a standard dictionary to determine meanings of unknown words.	<input type="checkbox"/>	EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	<input type="checkbox"/>	EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	<input type="checkbox"/>	EA6. Use	<input checked="" type="checkbox"/>	A3. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	<input type="checkbox"/>	A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/>	A5. Use common idioms and some analogies (e.g., "shine like a star," "let the cat out of the bag") and	<input checked="" type="checkbox"/>	narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i>	<input checked="" type="checkbox"/>	1.2 Identify and interpret figurative language and words with multiple meanings.	<input type="checkbox"/>	1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	<input checked="" type="checkbox"/>	1.4 Monitor	<b>B2 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/ JumpStart/Directions/ Writing  Teachers/Lesson Plans/ Asia/ Myths & Legends/ The Magic Tray: Other Activities I  <b>B3 ELD &amp; 1.1 ELA</b>  Student Section: On-line Reading/Comprehension (all reading selections)  Teachers/Lesson Plans/ North America (N.A.)/ Myths & Legends: Amorak: Reading/ Activity 2  Teachers/Lesson Plans/ North America (N.A.)/	Asia/ Myths & Legends/ Why the Sea Is Salty: Writing/Activity 6
<input type="checkbox"/>	B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	<input checked="" type="checkbox"/>	EI4. Use knowledge of literature and content areas to understand unknown words.	<input checked="" type="checkbox"/>	EI5. Read simple paragraphs and passages independently.	<input type="checkbox"/>	EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some	<input type="checkbox"/>	I5. Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas.	<input type="checkbox"/>	I6. Demonstrate internalization of English grammar, usage, and word	<input type="checkbox"/>	B5. Create a simple dictionary of words frequently used by the student.	<input type="checkbox"/>	B6. Retell stories by using phrases and sentences.												

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<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, classroom objects).  <b>Reading Comprehension</b>	<input checked="" type="checkbox"/> errors when speaking or reading aloud.  <input checked="" type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.  <input checked="" type="checkbox"/> EI8. Use a standard dictionary to find the meaning of known vocabulary.  <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> EI9. Read and orally respond to simple literary texts and texts in	<input type="checkbox"/> choice by recognizing and correcting errors when speaking or reading aloud.  <input type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently.  <input type="checkbox"/> I8. Recognize that some words have multiple meanings.  <input checked="" type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed	<input checked="" type="checkbox"/> decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  <input checked="" type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.  <input checked="" type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.  <b>Reading Comprehension</b>	<input type="checkbox"/> metaphors.  A6. Use a standard dictionary to determine the meaning of unknown words.  <b>Reading Comprehension</b>  A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.  <input type="checkbox"/> A8. Analyze a variety of rhetorical styles, found in	<input type="checkbox"/> expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.  <input type="checkbox"/> 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i> ).  <input checked="" type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  Students read and understand grade-level appropriate material. They	Myths & Legends: The Cherry Tree: Reading/Activities 1-2  Teachers/Lesson Plans/Africa/ Myths & Legends/Obatala: Reading/Activity 1-2  <b>B4 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/JumpStart/The School: Speaking/Activities 1-2  Teachers/Lesson Plans/JumpStart/Identity: Speaking/Activities 2-5  Teachers/Lesson Plans/JumpStart/Directions: Speaking  Teachers/Lesson Plans/JumpStart/Life Events:	
<input checked="" type="checkbox"/> B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.							
<input checked="" type="checkbox"/> B9. Understand							

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<input type="checkbox"/>	and follow simple multiple-step oral directions for classroom or work-related activities.	<input type="checkbox"/>	content areas by using simple sentences to answer factual comprehension questions.	<input checked="" type="checkbox"/>	EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.	<input type="checkbox"/>	consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).	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	Speaking II  <b>B6 ELD &amp; 2.4 ELA</b>  Teachers/Lesson Plans/ N.A./ Myths & Legends/ Amorak: Reading  Teachers/Lesson Plans/ Africa/ Myths & Legends/ Obatala: Writing  <b>B7 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/ JumpStart/Greetings: Speaking/Activities 1-3  Teachers/Lesson Plans/ JumpStart/Shopping: Speaking  Teachers/Lesson Plans/
<input type="checkbox"/>	B10. Recognize categories of common informational materials (e.g., newspaper, brochure).	<input type="checkbox"/>	EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	<input type="checkbox"/>	EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).	<input type="checkbox"/>	A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).		
<input checked="" type="checkbox"/>	B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.	<input type="checkbox"/>	EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.	<input type="checkbox"/>	I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.	<input type="checkbox"/>	EA11. Analyze a variety of rhetorical styles found in consumer (e.g.,		
<input type="checkbox"/>	B12. Point out text features, such as the title, table of contents, and	<input type="checkbox"/>	EI12. Read text and orally identify	<input type="checkbox"/>	I12. Identify and				

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<input type="checkbox"/>	chapter headings.												
<input type="checkbox"/>	B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.	<input checked="" type="checkbox"/>	the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.	<input type="checkbox"/>	use detailed sentences to explain orally the differences among some categories of informational materials.	<input type="checkbox"/>	warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).	<input type="checkbox"/>	setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.	<input type="checkbox"/>	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 six, students continue to make progress toward this goal. <i>Structural Features of Informational Materials</i>	JumpStart/Directions/ Speaking	
<input checked="" type="checkbox"/>	B14. Orally identify examples of fact and opinion and cause and effect in simple texts.  <b>Literary Response and Analysis</b>	<input checked="" type="checkbox"/>	EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.	<input type="checkbox"/>	I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).  <b>Literary Response and Analysis</b>	<input checked="" type="checkbox"/>	EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.	<input type="checkbox"/>	A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).	<input type="checkbox"/>	A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.	Teachers/Lesson Plans/N.A./ Myths & Legends/The Cherry Tree: Reading/Activity 2  Teachers/Lesson Plans/Europe/ Short Stories/The Last Leaf: Reading/ Activities 1-2	
<input checked="" type="checkbox"/>	B15. Respond	<input type="checkbox"/>	EI14. Orally identify the factual components of simple informational materials by using key words or phrases.	<input type="checkbox"/>	EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences.	<input type="checkbox"/>		<input checked="" type="checkbox"/>	2.1 Identify the structural features of popular media (e.g., newspapers,		Teachers/Lesson Plans/ JumpStart/The School: Listening/Activities 1-3  Teachers/Lesson Plans/ JumpStart/Directions: Listening/Speaking		

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<input checked="" type="checkbox"/>	orally in one or two words to factual comprehension questions about simple literary texts.	<input checked="" type="checkbox"/> <b>Literary Response and Analysis</b>	<input checked="" type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	<input checked="" type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences.	<input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).	<input type="checkbox"/> magazines, online information) and use the features to obtain information.	Teachers/Lesson Plans/ N.A./Poetry/Fog: Other Activities II	
<input checked="" type="checkbox"/>	B16. Identify orally different characters and settings in simple literary texts by using words or phrases.	<input checked="" type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	<input checked="" type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay).	<input checked="" type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences.	<input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts.	<input type="checkbox"/> 2.2 Analyze text that uses the compare-and-contrast organizational pattern.	<b>B11 ELD &amp; 2.3 ELA</b>	Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Cherry Tree: Reading/ Lesson II
<input checked="" type="checkbox"/>	B17. Role-play a character from a familiar piece of literature by using words and phrases.	<input checked="" type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences.	<input checked="" type="checkbox"/> I16. Apply knowledge of language to analyze and derive meaning	<input checked="" type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences.	<input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input checked="" type="checkbox"/> 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Teachers/Lesson Plans/ N.A./ Biographies/Sally Ride: Reading II/ Activities 1-6	<b>B14 ELD &amp; 2.0 ELA</b>
<input checked="" type="checkbox"/>	B18. Create pictures, lists, charts, and tables	<input checked="" type="checkbox"/> EI17. Read a selection and orally identify the speaker or narrator.		<input checked="" type="checkbox"/> EA17. Read a literary selection and orally explain		<input checked="" type="checkbox"/> 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	Teacher/Lesson Plans/ L.A./ Short Stories/ Salsa: Reading/ Activities 7-9	Teachers/Lesson Plans/

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<input checked="" type="checkbox"/>	to identify the sequence of events in simple literary texts.	<input checked="" type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple sentences.		from literary texts and comprehend them.	<input type="checkbox"/>	the literary elements of plot, setting, and characters by using detailed sentences.	<input type="checkbox"/>	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership). <i>Expository Critique</i>	JumpStart/Health & Fitness: Listening	
<input checked="" type="checkbox"/>	B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.	<input checked="" type="checkbox"/>	EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.	<input type="checkbox"/>	EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.	<input type="checkbox"/>	2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.		2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	<b>B15 ELD &amp; 3.2 ELA</b> Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Cherry Tree/ Reading/ Activity 2	
<input checked="" type="checkbox"/>	B20. Recite simple poems.	<input checked="" type="checkbox"/>	EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.			<input type="checkbox"/>	2.7 Make reasonable assertions about a text through accurate, supporting citations.		2.7 Make reasonable assertions about a text through accurate, supporting citations.	Teachers/Lesson Plans/ N.A./ Short Stories/The Last Leaf: Reading/Activity 2	
						<input type="checkbox"/>	2.8 Note instances of unsupported		2.8 Note instances of unsupported	Teachers/Lesson Plans/ N.A./ Biographies/ Sally Ride: Reading I/Activity 6	
										<b>B16 ELD &amp; 3.2/3.3 ELA</b> Teachers/Lesson Plans/ N.A./ Short Stories/The	

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					<input checked="" type="checkbox"/> <b>3.0 Literary Response and Analysis</b>  inferences, fallacious reasoning, persuasion, and propaganda in text.  Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The	Last Leaf: Reading/ Activity 2 and Writing/ Activities 1-2  Teachers/Lesson Plans/ Africa/ Myths & Legends/ Kintu: Reading/Activities 1-3  Teachers/Lesson Plans/ Asia/ Myths & Legends/ Why the Sea Is Salty: Reading/Activity 4  Teachers/Lesson Plans/ N.A./ Myths & Legends/ Vanishing Hitchhiker: Reading/ Activity 2  <b>B17 ELD &amp; 3.2/3.5 ELA</b>  Plans/N.A./ Myths & Legends/The Cherry Tree/ Reading/Activity 3		

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					selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. <input checked="" type="checkbox"/> 3.1 Identify the forms of fiction and describe the major characteristics of each form. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Analyze the effect of the qualities of the	<b>B18 ELD &amp; 2.4 ELA</b>  Teachers/Lesson Plans/ Africa/ Myths & Legends/ Obatala: Writing  <b>B19 ELD &amp; 2.4/3.0 ELA</b>  Teachers/Lesson Plans/ Africa/ Myths & Legends/ Kintu/Other Activities II  Teachers/Lesson Plans/N.A./ Biographies/ Sally Ride/Writing  Teachers/Lesson Plans/ N.A./ The Desert Is My Mother/Pre-Reading  <b>B 20 ELD &amp; 1.1 ELA</b>		

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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 6-8 ELD Reading Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
					character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. <input checked="" type="checkbox"/> 3.3 Analyze the influence of setting on the problem and its resolution. <input checked="" type="checkbox"/> 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. <input checked="" type="checkbox"/> 3.5 Identify the speaker and	Teachers/Lesson Plans/JumpStart/Numbers: Reading/Vocabulary Development  <b>EARLY INTERMEDIATE</b>  <b>EI1 ELD &amp; 1.1 ELA</b>  Teachers/Lesson Plans/North America/Biographies/Muhammed Ali: Pre-Reading/Activity 3  Teachers/Lesson Plans/N.A./ Short Stories/Kennedy in the Barrio; Other Activities III  <b>EI2 ELD &amp; 1.0 ELA</b>	<b>EARLY INTERMEDIATE</b>	

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<b>Early Intermediate (EI)</b>		Advanced (A)	
<b>Intermediate (I)</b>			

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Grades 6-8 ELD Reading Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> recognize the difference between first- and third-person narration (e.g., autobiography compared with biography). <input checked="" type="checkbox"/> 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. <input checked="" type="checkbox"/> 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. <i>Literary Criticism</i> <input checked="" type="checkbox"/> 3.8 Critique the	Teachers/Lesson Plans/ Africa/ Biographies/ Queen Nzinga: Pre-Reading/ Activity 1  Teachers/Lesson Plans/ N.A./ Biographies/ Muhammed Ali: Pre-Reading/Activities 1-2  <b>EI5 ELD &amp; 1.1 ELA</b>  Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Ghost Bride Reading II/Activities 1-6  <b>EI7 ELD &amp; 1.1ELA</b>  Teachers/Lesson Plans/ N.A./Short Stories/ Kennedy in the Barrio/Other Activities I		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
					credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction.	Teachers/Lesson Plans/ Europe./Short Stories/ The Little Match Girl/Other Activities II/Activity 5  Teachers/Lesson Plans/ Europe/Biographies/Joan of Arc/Writing/Activities 8-9  <b>E18 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/ Europe/ Short Stories/The Selkie: Writing/ Activities 7-12  <b>E19 ELD &amp; 2.0 ELA</b>  Students/All Reading Selections/ Online/ Comprehension  Teachers/Lesson Plans/ North America/Short	

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Grades 6-8 ELD Reading Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
						Stories/ Kennedy in the Barrio/ Reading, Activities 1-4  Teachers/Lesson Plans/ Europe./ Biographies/Joan of Arc Reading/Activity 2  Teachers/Lesson Plans/ N.A./ Myths & Legends/ Ghost Bride/ Reading  <b><u>EI13 ELD &amp; 2.0 ELA</u></b>  Teachers/Lesson Plans/N.A./ Short Stories/ Never Fitting In: Reading II/ Activities 1-6  <b><u>EI15 ELD &amp; 3.0 ELA</u></b>  Teachers/Lesson Plans/ N.A./ Myths & Legends/ Vanishing Farmer	<b><u>EI13 ELD &amp; 2.0 ELA</u></b>  Teachers/Lesson Plans/ Africa/ Biographies/ Queen Nzinga: Reading/ Activity 7  Teachers/Lesson Plans/ L.A./ Myths & Legends/La Ciguanaba Writing/ Activities 1-5	

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Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Reading/Activities 1-4  Teachers/Lesson Plans/ Europe/ Short Stories/ Sredni Vashtar Reading/ Teachers/Lesson Plans/ Europe/ Short Stories/The Little Match Girl: Reading/ Activity 2  <b><u>EI16 ELD &amp; 3.2/3.3 ELA</u></b>  Teachers/Lesson Plans/ Asia/Myths & Legends/ Onion Thief: Reading/ Activities 3-6  <b><u>EI17 ELD &amp; 3.3 ELA</u></b>  Teachers/Lesson Plans/ Asia/Myths & Legends/ Onion Thief: Reading/ Activities 5-6	

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Intermediate (I)			

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Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Teachers/Lesson Plans/ N.A./Short Stories/Never Fitting In/Reading I/ Activities 6-8 & Writing I  <b>E118 ELD &amp; 3.5 ELA</b>  Teachers/Lesson Plans/ Asia/ Myths & Legends/ Onion Thief: Reading/ Activities 5-6 and Other Activities1-2  Teachers/Lesson Plans/ N.A./Short Stories/Never Fitting In/Reading I/ Activities 6-8 & Writing I  <b>E119 ELD &amp; 3.1 ELA</b>  Teachers/Lesson Plans/ Europe/ Poetry/Red, Red Rose: Pre-Reading/ Activities 1-3 & Reading/	

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Intermediate (I)			

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Grades 6-8 ELD Reading Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
						Activities 1-3  Teachers/Lesson Plans/ Europe/ Short Stories/ Little Match Girl: Pre-Reading/ Activities 3-4  Teachers/Lesson Plans/ L.A./ Poetry/Versos Sencillos/Lesson Plan 1: Reading/Activities 1-6  Teachers/Lesson Plans/ N.A./Myths & Legends/ The Ghost Bride/Pre-Reading  Teachers/Lesson Plans/ Africa/Myths & Legends/ Anansi & the Sky God's Daughter/ Pre-Reading  <b><u>EI20 ELD &amp; 3.2 ELA</u></b>  Teachers/Lesson Plans/ Asia/ Myths & Legends/	<b><u>EI20 ELD &amp; 3.2 ELA</u></b>  Teachers/Lesson Plans/	

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Intermediate (I)			

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Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						The Onion Thief/ Reading/ Activities 3-4  <u>INTERMEDIATE</u>  <b><u>12 ELD &amp; 1.0 ELA</u></b>  Teachers/Lesson Plans/ Europe/ Myths & Legends/ Petrosinella/ Other Activities IV/ Activities 1-5  Teachers/Lesson Plans/ Africa/ Biographies/ Cleopatra: Pre-Reading/ Activity 4  <b><u>13 ELD &amp; 1.0 ELA</u></b>	N.A./Reading/ Short Stories/The Cask of Amontillado/Reading/ Activity 1 {Level C – ReadingSmart Int .}  <u>INTERMEDIATE</u>

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

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Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Teachers/Lesson Plans/ N.A./ Short Stories/ Adventures of the Speckled Band: Other Activities/ Activity 4  <b>I4 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/ Europe/ Myths & Legends/ Prometheus/ Pre- Reading/Activities 3-4  Teachers/Lesson Plans/ Africa/ Biographies/ Cleopatra/Pre-Reading/ Activity 4  Europe/ Myths & Legends/ Petrosinella/ Other Activities IV/ Activities 1-5  Teachers/Lesson Plans/ N.A./ Short Stories/	

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Intermediate (I)			

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Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Adventures of the Speckled Band/ Other Activities/Activity 4  <b>15 ELD &amp; 1.2 ELA</b>  Teachers/Lesson Plans/ N.A./Myths & Legends/ John Henry /Pre-Reading/ Activity 7  Teachers/Lesson Plans/ L.A./Poetry/Proverbios y Cantares/Reading & Writing Activities  Students/Lesson Plans/ Europe/Biographies/ Anne Frank/Vocabulary Online  <b>17 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/ Europe/ Short Stories/The	<b>17 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/ Africa/ Biographies/ Archbishop Desmond Tutu: Reading/Activity 1-5

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Intermediate (I)			

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Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Cask of Amontillado: Post Reading/Activities 1-4  <b>19 ELD &amp; 3.0 ELA</b>  Teachers/Lesson Plans/ N.A./Myths & Legends/ John Henry/Other Activities III  <b>19 ELD &amp; 3.0 ELA</b>  Teachers/Lesson Plans/ Africa/ Biographies/The Trung Sisters / Reading/Activities 1-6  Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I/Activity 3-4  <b>110 ELD &amp; 2.3 ELA</b>  Teachers/Lesson Plans/ Asia/ Biographies/ The Trung Sisters/Other	<b>19 ELD &amp; 3.0 ELA</b>  Teachers/Lesson Plans/ N.A./Myths & Legends/ John Henry/Other Activities III

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Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Activities II  <b><u>I14 ELD &amp; 3.0 ELA</u></b>  Teachers/Lesson Plans/Africa/ Biographies/ Archbishop Desmond Tutu: Writing/Activities 1-3  <b><u>I15 ELD &amp; 3.0 ELA</u></b>  Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I/ Activity 3  Teachers/Lesson Plans/ Asia/ Biographies/ The Trung Sisters/ Reading/ Activity 1  Teachers/Lesson Plans/ N.A./Myths & Legends/ John Henry/Other Activities	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
						III  <b><u>I16 ELD &amp; 3.2 ELA</u></b>  Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I  <b><u>EARLY ADVANCED</u></b>  <b><u>EA1-ELD &amp; 1.0 ELA</u></b>  Teachers/Lesson Plans/ Latin America/ Biographies/ Gabriel Garcia Marquez/Pre-Reading/ Activity 1  Teachers/Lesson Plans/ Europe/Biographies/Mozart/ Other Activities III  <b><u>EA3-ELD &amp; 1.4 ELA</u></b>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
						Teachers/Lesson Plans/ Asia/ Biographies/ Mahatma Gandhi/ Pre- Reading/Activities 1-3  <b>EA4 ELD &amp; 1.2 ELA</b>  Teachers/Lesson Plans/ L.A./ Short Stories/ Shoes for the Rest of my Life: Other Activities 1  Teachers/Lesson Plans/ L..A./ Biographies/Simon Bolivar/ Pre-Reading/ Activity 2    <b>EA7 ELD &amp; 1.2 ELA</b>  Teachers/Lesson Plans/	<b>EA5 ELD &amp; 1.0 ELA</b>  Teachers/Lesson Plans/ L.A./Biographies/Selena/ Lesson Plan I/ Pre- Reading/Activity 2-3  Teachers/Lesson Plans/ L.A./Short Stories/Maria Sabida/Pre-Reading II    <b>EA6 ELD &amp; 2.0 ELA</b>  Teachers/Lesson Plans/	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Africa/ Biographies/ Nelson Mandela: Pre-Reading  Teachers/Lesson Plans/ Europe/Poetry/A Birthday/ Pre-Reading and Reading Activities  Teachers/Lesson Plans/ L.A./Short Stories/In Heaven/Pre-Reading/ Activity 8  <b><u>EA8 ELD &amp; 1.1 ELA</u></b>  Teachers/Lesson Plans/ Africa/ Myths & Legends/ Shango/Other Activities II  <b><u>EA9 ELD &amp; 3.2 ELA</u></b>  Teachers/Lesson Plans/	N..A./ Myths & Legends/La Llorona/Lesson Plan I/Post Reading

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						N.A./ Short Stories/Maria Sabida/ Reading/Writing/ Other Activities #1/Activities 1-3  <b>EA12 ELD &amp; 3.7 ELA</b>  Teachers/Lesson Plans/ N.A./ Short Stories/ Esperanza/Pre-Reading/ Activities 1-3, Reading/ Activities 8-9, Writing/ Activities 1-5  Teachers/Lesson Plans/ Africa/ Poetry/Come Thunder: Reading/Activities 1-4  Teachers/Lesson Plans/ L.A./Short Stories/In Heaven/Pre-Reading/ Activity 8, Reading/Activity 5, Writing/Activity 1	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation	
						<p><b><u>EA14 ELD &amp; 3.6 ELD</u></b></p> <p>Teachers/Lesson Plans/ N.A./ Myths &amp; Legends/ La Llorona/ Lesson Plan 2; Pre-Writing Activities</p> <p>Teachers/Lesson Plans/ L.A./Short Stories/ Shoes for the Rest of My Life/ Writing Activities 1-2</p> <p><b><u>EA15 ELD &amp; 3.6 ELA</u></b></p> <p>Teachers/Lesson Plans/ N.A./ Myths &amp; Legends/ La Llorona/ Lesson Plan 1; Other Activities</p> <p><b><u>EA16 ELD &amp; 3.0 ELA</u></b></p> <p>Teachers/Lesson Plans/</p>		

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Publisher: <b>Alloy Multimedia, Inc.</b>		Program Title: <b>ESL ReadingSmart, Online</b> <b>www.eslreadingsmart.com</b>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

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

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Africa/ Biographies/Nelson Mandela: Other Activities III  <b>EA17 ELD &amp; 3.2/3.3 ELA</b>  Teachers/Lesson Plans/ N.A./ Short Stories/ Esperanza: Reading/ Activities 3-6  Teachers/Lesson Plans/ Europe/ Myths & Legends/ Pandora: Reading/ Activities 4-5  <b>EA18 ELD &amp; 3.1 ELD</b>  Teachers/Lesson Plans/ Europe/Myths & Legends/ Pandora/Pre-Reading/ Activity 1, Reading/Activity 4-5  Teachers/Lesson Plans/	<b>EA17 ELD &amp; 3.2/3.3 ELA</b>  Teachers/Lesson Plans/ L.A./ Myths & Legends/ Topiltzin Quetzalcoat/ Other Activities II

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

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Europe/Short Stories/The Necklace/Pre-Reading, Writing  Teachers/Lesson Plans/ Europe/Poetry/ If /Reading Activities  Teachers/Lesson Plans/ Europe/Short Stories/ The Sphinx Without a Secret/ Pre-Reading, Reading/ Other Activities III  <b>EA18 ELD &amp; 3.4 ELA</b>  Teachers/Lesson Plans/ Europe/Poetry/If/Reading  Teachers/Lesson Plans/ N.A./Poetry/EI Dorado/ Reading	

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