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| Publisher: Alloy Multimedia, Inc. | | Program Title: ESL ReadingSmart, ONLINE www.esreadingsmart.com | |
| ELD Proficiency Levels: | | FOR LEA USE ONLY 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 | | Primary Citation | Supporting Citation |
|---|--|---|---|---|---|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| <input checked="" type="checkbox"/> Word Analysis 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. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B3. Read aloud simple words presented in literature and | <input checked="" type="checkbox"/> Word Analysis 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, | <input checked="" type="checkbox"/> Word Analysis I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. Fluency and Systematic Vocabulary | <input checked="" type="checkbox"/> Word Analysis 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. Fluency and Systematic Vocabulary Development | <input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development | <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. | BEGINNING B1 ELD & 1.0 ELA Students/Online/JumpStart/ All Units/Listening Teachers/Lesson Plans/ JumpStart/The Calendar: Listening/ Activities 2-3 & Reading/ Activities 1-3 Teachers/Lesson Plans/ JumpStart/Places/ Listening Teachers/Lesson Plans/ JumpStart/ Classroom: Vocabulary Development/ Activities 1-3 Teachers/Lesson Plans/ JumpStart/ Family: Vocabulary Development/ Activities 1-2 | BEGINNING | |

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| <u>B</u> eginning | <u>E</u> arly <u>I</u> ntermediate | <u>I</u> ntermediate | <u>E</u> arly <u>A</u> dvanced | <u>A</u> dvanced | Grade 8 | Primary Citation | Supporting Citation | |
| <input checked="" type="checkbox"/> subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input checked="" type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student. <input checked="" type="checkbox"/> B6. Retell stories | literature, and content area texts. Fluency and Systematic Vocabulary Development <input 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 | Development <input checked="" type="checkbox"/> I3. Use a standard dictionary to determine meanings of unknown words. <input checked="" type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text. <input checked="" 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 checked="" type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. <input type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words | <input 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"/> <i>Vocabulary and Concept Development</i> 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. <input type="checkbox"/> 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings. <input checked="" type="checkbox"/> 1.3 Use word meanings within the appropriate | <u>B2 ELD & 1.0 ELA</u> Teachers/Lesson Plans/ JumpStart/Directions/ Writing Teachers/Lesson Plans/ Asia/ Myths & Legends/ The Magic Tray: Other Activities I <u>B3 ELD & 1.0 ELA</u> Student Section: On-line Reading/Comprehension (all reading selections) Teachers/Lesson Plans/ North America (N.A.)/ Myths & Legends/Amorak/ Reading/ Activity 1-2 | | |

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|---|---|-------------------------------------|---|-------------------------------------|--|--|--|--|
| <u>B</u> eginning | <u>E</u> arly <u>I</u> ntermediate | <u>I</u> ntermediate | <u>E</u> arly <u>A</u> dvanced | <u>A</u> dvanced | Grade 8 | Primary Citation | Supporting Citation | |
| <input checked="" type="checkbox"/> | by using phrases and sentences. | <input type="checkbox"/> | 16. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. | <input type="checkbox"/> | metaphors. A6. Use a standard dictionary to determine the meaning of unknown words. | Teachers/Lesson Plans/ North America/Myths & Legends/ The Cherry Tree/ Reading/ Activity 1-2 | | |
| <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). | <input checked="" type="checkbox"/> | 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently. | <input type="checkbox"/> | Reading Comprehension | Teachers/Lesson Plans/ Africa/ Myths & Legends/ Obatala: Reading/Activity 1-2 | | |
| <input checked="" type="checkbox"/> | B8. Read simple text and orally respond to factual comprehension questions by | <input type="checkbox"/> | 18. Recognize that some words have multiple meanings. | <input type="checkbox"/> | A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas. | 2.0 Reading Comprehension (Focus on Informational Materials) | <u>B4 ELD & 1.3 ELA</u> | |
| | | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | A8. Analyze a variety of rhetorical styles, found in | Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using | Teachers/Lesson Plans/ JumpStart/Identity: Speaking/Activities 2-5 | |
| | | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | | Teachers/Lesson Plans/ JumpStart/The School: Speaking/Activities 1-2 | Teachers/Lesson Plans/ JumpStart/Directions: Speaking | |
| | | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | | Teachers/Lesson Plans/ JumpStart/Identity: Speaking/Activities 2-5 | Teachers/Lesson Plans/ JumpStart/Directions: Speaking | |
| | | <input type="checkbox"/> | | <input checked="" type="checkbox"/> | | Teachers/Lesson Plans/ JumpStart/Identity: Speaking/Activities 2-5 | Teachers/Lesson Plans/ | |

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

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

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|--|--|---|--|---|---|---|---------------------|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | Primary Citation | Supporting Citation | |
| <input checked="" type="checkbox"/> using key words or phrases. <input checked="" type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities. <input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input checked="" type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts. | <input type="checkbox"/> orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. <input type="checkbox"/> EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI11. Identify and orally explain categories of familiar informational materials by using simple | <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions. <input type="checkbox"/> I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for | <input type="checkbox"/> expression increasingly complex narrative and expository texts. <input checked="" type="checkbox"/> Reading Comprehension <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"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, | <input type="checkbox"/> consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks). <input type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> A10. Analyze the | <input type="checkbox"/> 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 ready by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary | JumpStart/Life Events: Speaking II B6 ELD & 2.0 ELA Teachers/Lesson Plans/ N.A./ Myths & Legends/ Amarak/ Reading Teachers/Lesson Plans/ Africa/ Myths & Legends/ Obatala/ Writing B7 ELD & 1.0 ELA Teachers/Lesson Plans/ JumpStart/Greetings: Speaking/Activities 1-3 Teachers/Lesson Plans/ JumpStart/Shopping: Speaking | | |

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|---|---|---|--|---|---|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| <input checked="" type="checkbox"/> in simple texts. Literary Response and Analysis <input checked="" type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts. <input checked="" type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases. <input checked="" type="checkbox"/> B17. Role-play a character from a familiar piece of | <input type="checkbox"/> simple informational materials by using key words or phrases. Literary Response and Analysis <input checked="" type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <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"/> EI17. Read a | <input type="checkbox"/> materials (e.g., magazines and books). Literary Response and Analysis <input checked="" type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <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., | <input type="checkbox"/> dialect, and irony. <input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences. <input checked="" type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. <input checked="" type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences. <input checked="" type="checkbox"/> EA16. Describe | <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). <input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved. | <input type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. <input type="checkbox"/> 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. <input type="checkbox"/> 2.5 Understand | Activities II B11 ELD & 2.0 ELA Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Cherry Tree: Reading/ Lesson II Teachers/Lesson Plans/ N.A./ Biographies/Sally Ride/ Reading II, Activities 1-6 B14 ELD & 2.0 ELA Teacher/Lesson Plans/ L.A./ Short Stories/ Salsa: Reading/ Activities 7-9 Teachers/Lesson Plans/ | | |

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| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| <input checked="" type="checkbox"/> literature by using words and phrases. <input checked="" type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <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"/> B20. Recite simple poems. | <input checked="" type="checkbox"/> selection and orally identify the speaker or narrator. <input checked="" type="checkbox"/> EI18. Identify the difference in points of view between first person and third person by using simple sentences. <input checked="" type="checkbox"/> EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences. <input checked="" type="checkbox"/> EI20. Describe orally in simple sentences a character in a brief literary text | <input checked="" type="checkbox"/> short story, novel, essay). <input checked="" type="checkbox"/> I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. | <input type="checkbox"/> orally and in writing a similar theme or topic by using detailed sentences. <input type="checkbox"/> EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences. <input checked="" type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic. | | <input type="checkbox"/> and explain the use of a complex mechanical device by following technical directions. <input type="checkbox"/> 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. <i>Expository Critique</i> <input type="checkbox"/> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. | JumpStart/Health & Fitness: Listening <u>B15 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Cherry Tree: Reading/Activity 2 Teachers/Lesson Plans/ N.A./ Short Stories/The Last Leaf/ Reading/ Activity 2 Teachers/Lesson Plans/ N.A./ Biographies/ Sally Ride/ Reading I/Activity 6 <u>B16 ELD & 3.3/3.4 ELA</u> Teachers/Lesson Plans/ N.A./ Short Stories/The Last Leaf: Reading/ Activity | | |

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| | by identifying the thoughts and actions of the character. | | | | <input checked="" type="checkbox"/> 3.0 Literary Response and Analysis 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 selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the | 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 B17 ELD & 3.0 ELA Plans/N.A./ Myths & Legends/The Cherry Tree/ Reading/Activity 3 B18 ELD & 3.0/3.2 ELA | | |

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| | | | | | <input checked="" type="checkbox"/> quality and complexity of the materials to be ready by students. <i>Structural Features of Literature</i> <input checked="" type="checkbox"/> 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Evaluate the structural elements of the | Teachers/Lesson Plans/Africa/ Myths & Legends/Obatala: Writing B19 ELD & 3.0 ELA 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 B20 ELD & 3.0/3.1 ELA Teachers/Lesson Plans/JumpStart/Numbers: Reading/Vocabulary | | |

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| | | | | | <input checked="" type="checkbox"/> plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. <input checked="" type="checkbox"/> 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. <input checked="" type="checkbox"/> 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and | Development EARLY INTERMEDIATE EI1 ELD & 1.0 ELA 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 EI2 ELD & 1.0 ELA Teachers/Lesson Plans/ Africa/ Biographies/ Queen Nzinga: Pre-Reading/ Activity 1 | | |

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| | | | | | <input checked="" type="checkbox"/> meaning of the text. 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. <input checked="" type="checkbox"/> 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. <i>Literary Criticism</i> <input checked="" type="checkbox"/> 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, | Teachers/Lesson Plans/ N.A./ Biographies/ Muhammed Ali: Pre-Reading/Activities 1-2 EI5 ELD & 1.0 ELA Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Ghost Bride Reading II/Activities 1-6 EI7 ELD & 1.0 ELA Teachers/Lesson Plans/ N.A./Short Stories/ Kennedy in the Barrio/Other Activities I Teachers/Lesson Plans/ Europe./Short Stories/ The Little Match Girl/Other Activities II/Activity 5 | | |

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| Publisher: Alloy Multimedia, Inc. | | Program Title: ESL ReadingSmart, ONLINE www.eslreadingsmart.com | |
| ELD Proficiency Levels: | | FOR LEA USE ONLY 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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | attitudes, and beliefs of its author. (Biographical approach) | Teachers/Lesson Plans/ Europe/Biographies/Joan of Arc/Writing/Activities 8-9 E18 ELD & 1.0 ELA Teachers/Lesson Plans/ Europe/ Short Stories/ The Selkie/ Writing/ Activities 7-12 E19 ELD & 3.0 ELA Students/All Reading Selections/ Online/ Comprehension Teachers/Lesson Plans/ North America/Short Stories/ Kennedy in the Barrio/ Reading, Activities 1-4 Teachers/Lesson Plans/ | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
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| 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 8 | Primary Citation | Supporting Citation | |
| | | | | | | Europe./ Biographies/ Joan of Arc Reading/ Activity 2 Teachers/Lesson Plans/ N.A./ Myths & Legends/ Ghost Bride Reading EI13 ELD & 3.0 ELA Teachers/Lesson Plans/N.A./ Short Stories/ Never Fitting In: Reading II/ Activities 1-6 EI15 ELD & 3.0/3.3 ELA Teachers/Lesson Plans/ N.A./ Myths & Legends/ Vanishing Farmer Reading/Activities 1-4 Teachers/Lesson Plans/ Europe/ Short Stories/ Sredni Vashtar Reading | EI13 ELD & 3.0 ELA 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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| 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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|---|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | Teachers/Lesson Plans/ Europe/ Short Stories/ The Little Match Girl: Reading/ Activity 2 EI16 ELD & 3.2ELA Teachers/Lesson Plans/ Asia/Myths & Legends/ Onion Thief: Reading/ Activities 3-6 EI17 ELD & 3.3 ELA Teachers/Lesson Plans/ Asia/Myths & Legends/ Onion Thief: Reading/ Activities 5-6 Teachers/Lesson Plans/ N.A./Short Stories/Never Fitting In/Reading I/ Activities 6-8 & Writing I | | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
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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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|--|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | EI18 ELD & 3.7 ELA 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 EI19 ELD & 3.0/3.1 ELA Teachers/Lesson Plans/ Europe/ Poetry/Red, Red Rose: Pre-Reading/ Activities 1-3 & Reading/ Activities 1-3 Teachers/Lesson Plans/ L.A./ Poetry/Versos Sencillos/Lesson Plan 1: Reading/Activities 1-6 | |

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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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|---|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | Teachers/Lesson Plans/ Europe/ Short Stories/ Little Match Girl: Pre- Reading/Activities 3-4 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 EI20 ELD & 3.3 ELA Teachers/Lesson Plans/ Asia/ Myths & Legends/ The Onion Thief/ Reading/ Activities 3-4 | |

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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 6-8 ELD Reading Standards | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|--|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | <u>INTERMEDIATE</u> | |
| | | | | | | | <u>I1 & ELD 1.0 ELA</u> Teachers/Lesson Plans/ Europe/ Myths & Legends/ Petrosinella/ Other Activities IV/ Activities 1-5 Teachers/Lesson Plans/ Africa/ Biographies/ Cleopatra/Pre-Reading/ Activity 4 | |
| | | | | | | | <u>I3 ELD & 1.3 ELA</u> Teachers/Lesson Plans/ N.A./ Short Stories/ Adventures of the Speckled Band: Other Activities/Activity 4 | |

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 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
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| Publisher: Alloy Multimedia, Inc. | | Program Title: ESL ReadingSmart, ONLINE www.esreadingsmart.com | |
| ELD Proficiency Levels: | | FOR LEA USE ONLY 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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|---|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | 14 ELD & 1.0 ELA 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/ Adventures of the Speckled Band/ Other Activities/Activity 4 15 ELD & 1.1 ELA | |

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|-----------------------------------|---------------------|---|--|
| Publisher: Alloy Multimedia, Inc. | | Program Title: ESL ReadingSmart, ONLINE www.esreadingsmart.com | |
| ELD Proficiency Levels: | | FOR LEA USE ONLY 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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|---|--|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | 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 17 ELD & 2.0/3.0 ELA Teachers/Lesson Plans/ Europe/ Short Stories/ The Cask of Amontillado/ Post Reading/Activities 1-4 19 ELD & 3.0 ELA | 19 ELD & 3.0 ELA Teachers/Lesson Plans/ N.A./Myths & Legends/ John Henry/Other | |

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
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| ELD Proficiency Levels: | | FOR LEA USE ONLY 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 8 | Primary Citation | Supporting Citation | |
| | | | | | | Teachers/Lesson Plans/ Africa/ Biographies/The Trung Sisters / Reading/ Activities 1-6 | Activities III | |
| | | | | | | Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I/Activity 3-4 | <u>110 ELD & 2.0/3.0 ELA Main idea & Details</u> | |
| | | | | | | <u>114 ELD & 3.0 ELA</u> | Teachers/Lesson Plans/ Asia/ Biographies/ The Trung Sisters/Other Activities II | |
| | | | | | | Teachers/Lesson Plans/Africa/ Biographies/ Archbishop Desmond Tutu: Writing/Activities 1-3 | | |
| | | | | | | <u>115 ELD & 3.0 ELA</u> | | |
| | | | | | | Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I/ Activity 3 | | |

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| ELD Proficiency Levels: | | FOR LEA USE ONLY Designated Standards ELD and ELA #'s | |
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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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|---|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | Teachers/Lesson Plans/ Asia/ Biographies/ The Trung Sisters/ Reading/ Activity 3 Teachers/Lesson Plans/ N.A./Myths & Legends/ John Henry/Other Activities III <u>I16 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I <u>EARLY ADVANCED</u> <u>EA1-ELD & 1.0 ELA</u> Teachers/Lesson Plans/ | |

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| ELD Proficiency Levels: | | FOR LEA USE ONLY 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 8 | Primary Citation | Supporting Citation | |
| | | | | | | L.A./Biographies/ Gabriel Garcia Marquez/ Pre-Reading/Activity 1 Teachers/Lesson Plans/ Europe/Biographies/Mozart/ Other Activities III EA3 ELD & 1.0 ELA Teachers/Lesson Plans/ Asia/ Biographies/ Mahatma Gandhi/ Pre-Reading/ Activities 1-3 EA4 ELD & 1.3 ELA Teachers/Lesson Plans/ L.A./ Short Stories/ Shoes for the Rest of my Life: Other Activities 1 Teachers/Lesson Plans/ Latin America/ Biographies/Simon | EA5 ELD & 1.0 ELA Teachers/Lesson Plans/ L.A./Biographies/Selena/ Lesson Plan I/ Pre-Reading/Activity 2-3 | |

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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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|--|---|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | Bolivar/Pre-Reading/ Activity 2 EA7 ELD & 1.1 ELA Teachers/Lesson Plans/ 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 | Teachers/Lesson Plans/ L.A./Short Stories/Maria Sabida/Pre-Reading II EA6 ELD & 2.0 ELA Teachers/Lesson Plans/ N.A./Myths & Legends/La Llorona/Lesson Plan I/ Post Reading |

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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 | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|---|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | EA8 ELD & 3.0 ELA Teachers/Lesson Plans/ Africa/ Myths & Legends/ Shango/Other Activities II EA9 ELD & 3.0 ELA Teachers/Lesson Plans/ N.A./ Short Stories/Maria Sabida: Other Activities #1/ Activities 1-3 EA12 ELD & 3.6 ELA 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 | |

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|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|---|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | Thunder: Reading/Activities 1-4 Teachers/Lesson Plans/ L.A./Short Stories/In Heaven/Pre-Reading/ Activity 8, Reading/Activity 5, Writing/Activity 1 <u>EA14 ELD & 3.7 ELA</u> Teachers/Lesson Plans/ N.A./ Myths & Legends/ La Llorona/ Lesson Plan 2; Pre-Writing Activities Teachers/Lesson Plans/ L.A./Short Stories/ Shoes for the Rest of My Life/ Writing Activities 1-2 <u>EA15 ELD & 3.5 ELA</u> Teachers/Lesson Plans/ | |

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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 8 | Primary Citation | Supporting Citation | |
| | | | | | | N.A./ Myths & Legends/ La Llorona/ Lesson Plan 1; Other Activities <u>EA16 ELD & 3.5 ELA</u> Teachers/Lesson Plans/ Africa/ Biographies/Nelson Mandela: Other Activities III <u>EA17 ELD & 3.2/3.3 ELA</u> Teachers/Lesson Plans/ N.A./ Short Stories/ Esperanza: Reading/ Activities 3-6 Teachers/Lesson Plans/ Europe/ Myths & Legends/ Pandora: Reading/ Activities 4-5 | <u>EA17 ELD & 3.2/3.3 ELA</u> Teachers/Lesson Plans/ L.A./ Myths & Legends/ Topiltzin Quetzalcoatl/ Other Activities II | |

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

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| Grades 6-8 ELD Reading Standards | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---------------|--|---|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 8 | | | |
| | | | | | | | EA18 ELD & 3.0/3.1 ELA Teachers/Lesson Plans/ Europe/Poetry/ If /Reading Activities Teachers/Lesson Plans/ Europe/Short Stories/ The Sphinx Without a Secret/ Pre-Reading Activities Teachers/Lesson Plans/ Europe/Poetry/If/Reading Teachers/Lesson Plans/ N.A./Poetry/EI Dorado/ Reading | |

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