

Publisher: Alloy Interactive, DBA Alloy Multimedia		Program Title: ESL ReadingSmart, Online – www.eslreadingsmart.com	
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 9-12 ELD Reading Standards						ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation		
<input checked="" type="checkbox"/> Word Analysis <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 (e.g., basic syllabication rules, phonics, regular and irregular plurals). Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B3. Recognize	<input checked="" type="checkbox"/> Word Analysis <input checked="" type="checkbox"/> E11. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input checked="" type="checkbox"/> E12. Use common English morphemes in oral and silent reading. <input type="checkbox"/> E13. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.	<input checked="" type="checkbox"/> Word Analysis <input checked="" type="checkbox"/> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Use a standard	<input checked="" type="checkbox"/> Word Analysis <input checked="" type="checkbox"/> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove, extend</i>). <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA3. Use	<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. <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 type="checkbox"/> A3. Recognize that some words have	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Vocabulary and Concept Development <input checked="" type="checkbox"/> 1.1 Trace the etymology of significant terms used in political science and history. <input checked="" type="checkbox"/> 1.2 Apply knowledge of	<u>BEGINNING</u> <u>B1 ELD & 1.0 ELA</u> 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	<u>BEGINNING</u>		

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<input checked="" type="checkbox"/> simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>). <input checked="" type="checkbox"/> B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input type="checkbox"/> B5. Respond with appropriate short phrases or sentences in various social and	Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. <input checked="" type="checkbox"/> EI5. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts. <input checked="" type="checkbox"/> EI6. Read simple paragraphs and	<input checked="" type="checkbox"/> dictionary to derive the meaning of unknown vocabulary. <input checked="" type="checkbox"/> I4. Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words. <input checked="" type="checkbox"/> I5. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. <input type="checkbox"/> I6. Demonstrate internalization of	<input checked="" type="checkbox"/> knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input checked="" type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts. <input checked="" type="checkbox"/> EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	<input type="checkbox"/> 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 metaphors. <input type="checkbox"/> A6. Use a standard dictionary to	<input checked="" type="checkbox"/> Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. <input checked="" type="checkbox"/> 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-	<u>B2 ELD & 1.0 ELA</u> Teachers/Lesson Plans/ JumpStart/Directions/ Writing & Other Activities Teachers/Lesson Plans/ JumpStart/Time/Other Activities I <u>B3 ELD & 1.2 ELA</u> Teachers/Lesson Plans/ Europe/Short Stories/The Last Leaf/Other Activities IV <u>B4 ELD & 3.0 ELA</u> Student Section: On-line Reading/Comprehension (all reading selections) Teachers/Lesson Plans/ North America (N.A.)/	<u>B3 ELD & 1.1 ELA</u> Students/Vocabulary/ North America/ Biographies/Sally Ride	

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<input checked="" type="checkbox"/> multiple-step oral directions for classroom or work-related activities. <input checked="" type="checkbox"/> B9. Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. <input checked="" type="checkbox"/> B10. Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or phrases.	<input checked="" type="checkbox"/> expository texts. <input checked="" type="checkbox"/> EI10. Use a standard dictionary to find the meaning of unknown vocabulary. <input type="checkbox"/> EI11. Use appropriate connectors (e.g., <i>first, then, after that, finally</i>) to sequence written text. Reading Comprehension <input checked="" type="checkbox"/> EI12. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual	<input type="checkbox"/> examples of how clarity of text is affected by the repetition of important ideas and by syntax. <input type="checkbox"/> I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text. <input checked="" type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas. <input type="checkbox"/> I12. Understand	<input checked="" type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading Comprehension <input type="checkbox"/> EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA11. Analyze the structure and format of workplace	<input type="checkbox"/> devices. <input type="checkbox"/> A9. Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas. <input type="checkbox"/> A10. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for	<input type="checkbox"/> magazines, newspapers, and online information. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. <i>Comprehension and Analysis of Grade-Level Appropriate Text</i> <input type="checkbox"/> 2.2 Analyze the way in which clarity of meaning is affected	<u>B10 ELD & 2.0/3.0 ELA</u> Teachers/Lesson Plans/ N.A./ Biographies/Sally Ride/ Reading II, Activities 1-6 Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Cherry Tree/Reading/ Lesson II <u>B15 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ /N.A./ Myths & Legends/ The Cherry Tree/ Reading/ Activity 3 <u>B16 ELD & 3.6 ELA</u> Teachers/Lesson Plans/ Africa/ Myths & Legends/ Obatala: Writing	<u>B16 ELD & 3.6 ELA</u> Students/Online/Reading: Myths & Legends – Obatala/The Vanishing Hitchhiker/Kintu/The Pearl of Love	

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<input type="checkbox"/> B11. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/> E113. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	<input type="checkbox"/> I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.	<input type="checkbox"/> EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).	<input type="checkbox"/> A11. Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography.	<input checked="" type="checkbox"/> 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	<input type="checkbox"/> 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	<u>B18 ELD & 2.0 ELA</u> Teachers/Lesson Plans/ JumpStart/Numbers: Reading/Vocabulary Development	
<input type="checkbox"/> B12. Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts). Literary Response and Analysis	<input type="checkbox"/> E114. Orally identify the features of simple excerpts of public documents by using key words or phrases. <input type="checkbox"/> E115. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.	<input type="checkbox"/> I14. Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author	<input checked="" type="checkbox"/> EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	<input type="checkbox"/> A12. Describe the functions of dialogue, scene design, asides, and soliloquies in	<input type="checkbox"/> 2.5 Analyze an author's implicit and		<u>EARLY INTERMEDIATE</u> <u>E11 ELD & 1.0 ELA</u> 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	
<input type="checkbox"/> B13. Identify orally the beginning, middle, and end of a simple literary text.					<input type="checkbox"/> 2.5 Analyze an author's implicit and		<u>E12 ELD & 1.0 ELA</u> Teachers/Lesson Plans/	

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<input type="checkbox"/> person by using phrases or simple sentences. <input checked="" type="checkbox"/> B18. Recite simple poems.	<input type="checkbox"/> E118. Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy). <input type="checkbox"/> <input checked="" type="checkbox"/> E119. Read literary texts and orally identify the main events of the plot by using simple sentences. <input checked="" type="checkbox"/> E120. Identify orally the theme, plot, setting, and characters of a literary selection by using simple	<input type="checkbox"/> use detailed sentences to respond orally to factual comprehension questions about three forms of literature. <input checked="" type="checkbox"/> I18. Read literary texts and use detailed sentences to describe orally the sequence of events. <input checked="" type="checkbox"/> I19. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. <input type="checkbox"/> I20. Use detailed sentences to	<input type="checkbox"/> which poets use personification, figures of speech, imagery, and the “sound” of language. <input type="checkbox"/> EA17. Identify the functions of dialogue, scene design, and asides in dramatic literature. <input checked="" type="checkbox"/> EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences. <input type="checkbox"/> EA19. Identify recognized works of American	<input type="checkbox"/> reactions). <input type="checkbox"/> A16. Analyze recognized works of American literature and identify their genre to contrast major periods and trends. <input type="checkbox"/> A17. Relate the literary works of authors to the major themes and issues of their eras.	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 conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i>	<u>E16 ELD & 2.0/3.0 ELA</u> Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Ghost Bride Reading II/Activities 1-6 <u>E17 ELD & 1.0 ELA</u> Students Online/ Biographies/ Muhammad AI/Vocabulary <u>E19 ELD & 1.0 ELA</u> 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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	<input type="checkbox"/> sentences. <input type="checkbox"/> EI21. Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables. <input checked="" type="checkbox"/> EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama. <input checked="" type="checkbox"/> EI23. Use expanded vocabulary and some descriptive words in oral	<input checked="" type="checkbox"/> compare and contrast orally a similar theme or topic across three genres. <input checked="" type="checkbox"/> I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. <input checked="" type="checkbox"/> I22. Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue. <input checked="" type="checkbox"/> I23. Use detailed	<input type="checkbox"/> literature and the genre to which they belong to contrast major periods, themes, and trends. <input type="checkbox"/> EA20. Identify recognized works of world literature and contrast the major literary forms and techniques. <input type="checkbox"/> EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres. <input checked="" type="checkbox"/> EA22. Identify techniques that have specific rhetorical or		<input type="checkbox"/> 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textural evidence to support the claim. <input checked="" type="checkbox"/> 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of	Teachers/Lesson Plans/ Europe/Biographies/Joan of Arc/Writing/Activities 8-9 <u>EI10 ELD & 1.0 ELA</u> Teachers/Lesson Plans/ Europe/ Short Stories/ The Selkie/ Writing/ Activities 7-12 <u>EI12 ELD & 2.0/3.0 ELA</u> Students/All Reading Selections/ Online/ Comprehension Teachers/Lesson Plans/ North America/Short Stories/ Kennedy in the Barrio/ Reading, Activities 1-4 Teachers/Lesson Plans/ Europe./ Biographies/ Joan		

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	responses to familiar literature.	<input checked="" type="checkbox"/> sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.		aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).		<input checked="" type="checkbox"/> language achieve specific rhetorical or aesthetic purposes or both. 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. <input type="checkbox"/> 3.5 Analyze recognized works of American literature representing a variety of genres and traditions: a, Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and	of Arc Reading/ Activity 2 Teachers/Lesson Plans/ N.A./ Myths & Legends/ Ghost Bride Reading <u>E119 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ Asia/Myths & Legends/ Onion Thief: Reading/ Activities 3-6 <u>E120 ELD & 3.0/3.3 ELA</u> Teachers/Lesson Plans/ Asia/ Myths & Legends/ The Onion Thief/ Reading Teachers/Lesson Plans/ Europe/Myths & Legends/ The Selkie/Other Activities I	

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										<input checked="" type="checkbox"/> trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. <input checked="" type="checkbox"/> 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious	<u>E122 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ Asia/ Myths & Legends/ The Onion Thief/ Reading/ Activities 3-4 <u>E123 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ L.A./ Biographies/Jose Gregorio Hernandez/ Teachers/Lesson Plans/ L.A./ La Ciguanaba/Myths & Legends/Reading Teachers/Lesson Plans/ Europe/Short Stories/ The Little Match Girl/Reading	

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					<input type="checkbox"/> writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i>). 3.7 Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). b. Relate literary works and authors to the major themes and issues of their eras.	<u>INTERMEDIATE</u> 13 ELD & 1.2 ELA Teachers/Lesson Plans/ N.A./ Short Stories/ Adventures of the Speckled Band: Other Activities/ Activity 4 14 ELD & 1.0 ELA Teachers/Lesson Plans/ Europe/ Myths & Legends/ Prometheus/ Pre-Reading/ Activity 3b Teachers/Lesson Plans/ Africa/ Biographies/ Cleopatra/Pre-Reading/ Activity 4 Europe/ Myths & Legends/ Petrosinella/ Other	<u>INTERMEDIATE</u> 11 ELD & 1.2 ELA Teachers/Lesson Plans/ Europe/ Myths & Legends/ Petrosinella/ Other Activities IV/ Activities 1-5 Teachers/Lesson Plans/ Africa/ Biographies/ Cleopatra/Pre-Reading/ Activity 4	

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					<input type="checkbox"/> c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. <i>Literary Criticism</i> 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach) <input type="checkbox"/> 3.9 Analyze the philosophical arguments presented in literary	Activities IV/ Activities 1-5 Teachers/Lesson Plans/ N.A./ Short Stories/ Adventures of the Speckled Band/ Other Activities/ Activity 4 <u>15 ELD & 1.0 ELA</u> 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	<u>17 ELD & /3.0 ELA</u> Teachers/Lesson Plans/	

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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 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						works to determine whether the author's positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	<u>116 ELD & 3.0 ELA</u> Teachers/Lesson Plans/Africa/ Biographies/ Archbishop Desmond Tutu: Writing/Activities 1-3 <u>117 ELD & 3.0 ELA</u> 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 3 Teachers/Lesson Plans/ N.A./Myths & Legends/ John Henry/Other Activities III	Europe/ Biographies/The Diary of Anne Frank/Other Activities III <u>111 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ Asia/ Biographies/ The Trung Sisters/Other Activities II Teachers/Lesson Plans/ Europe/ Short Stories/ The Cask of Amontillado/ Reading/Activities 1-4

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Intermediate (I)			

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							<u>118 ELD & 3.0 ELA</u> Students/Online Myths & Legends (Reading) John Henry/ The Firebird Short Stories (Reading) – The Cask of Amontillado/ The Monkey's Paw Biographies (Reading) – Queen Nzinga/ Cleopatra Teachers/Lesson Plans/ L.A./ Myths & Legends/El Dorado/ Reading/ Activity 4 <u>119 ELD & 3.0/3.3 ELA</u> Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I	

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							<u>I21 ELD & 3.0/3.3 ELA</u> Teachers/Lesson Plans/ Europe/Myths & Legends/ Petrosinella/Other Activities III Teachers/Lesson Plans/ L.A./Myths & Legends/EI Dorado/Other Activities I Teachers/Lesson Plans/ Europe/Short Stories/The Monkey's Paw/Other Activities II <u>I22 ELD & 3.0 ELA</u> Teachers/Lesson Plans/ Europe/Myths & Legends/ Petrosinella/Other Activities II Teachers/Lesson Plans/ N.A./Short Stories/The	<u>I20 ELD & 3.2 ELA</u> Teachers/Lesson Plans/ Europe/Short Stories/ The Monkey's Paw/ Other Activities II

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Intermediate (I)			

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							Cask of Amontillado/ Reading I/ Activities c - g <u>I23 ELD & 3.4 ELA</u> Teachers/Lesson Plans/ L.A./Poetry/Proverbios y Cantares/Reading & Writing <u>EARLY ADVANCED</u> <u>EA1 ELD & 1.0 ELA</u> Teachers/Lesson Plans/ L.A./Biographies/ Gabriel Garcia Marquez/ Pre-Reading/Activity 1 Teachers/Lesson Plans/ Europe/Biographies/Mozart/ Other Activities III	<u>I23 ELD & 3.4 ELA</u> Teachers/Lesson Plans/ Europe/Poetry/A Red Red Rose/Reading

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Intermediate (I)			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							<u>EA4 ELD & 1.0 ELA</u> Teachers/Lesson Plans/ L.A./ Short Stories/ Shoes for the Rest of my Life: Other Activities 1 Teachers/Lesson Plans/ Latin America/ Biographies/Simon Bolivar/Pre-Reading/ Activity 2 <u>EA5 ELD & 1.0 ELA</u> Teachers/Lesson Plans/ L.A./Biographies/Gabriel Garcia Marquez/Pre- Reading Teachers/Lesson Plans/ Europe/Biographies/Mozart/ Other Activities III	<u>EA3-ELD & 1.0 ELA</u> Teachers/Lesson Plans/ Asia/ Biographies/ Mahatma Gandhi/ Pre-Reading/ Activities 1-3

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Intermediate (I)			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							<u>EA8 ELD & 1.0 / 1.3 ELA</u> 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 <u>EA9 ELD & 2.0 ELA</u> Teachers/Lesson Plans/ Africa/ Myths & Legends/ Shango/Other Activities II <u>EA13 ELD & 2.0/3.0 ELA</u>	<u>EA6 ELD & 1.0 ELA</u> Teachers/Lesson Plans/ L.A./Short Stories/Maria Sabida/Pre-Reading II Teachers/Lesson Plans/ L.A./Biographies/Selena/ Lesson Plan I/ Pre- Reading/Activity 2-3

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							Teachers/Lesson Plans/ L.A./Biographies/Simon Bolivar/Other Activities II	<u>EA13 ELD & 2.0 ELA</u>
							<u>EA15 ELD & 3.0 ELA</u>	Teachers/Lesson Plans/ Asia/Biographies/ Mahatma Gandhi/Other Activities III
							Teachers/Lesson Plans/ N.A./ Short Stories/ Esperanza/Pre-Reading/ Activities 1-3, Reading/ Activities 8-9, Writing/ Activities 1-5	Teachers/Lesson Plans/ N.A./Short Stories/In Heaven/Other Activities I
							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	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							<u>EA16 ELD & 3.4 ELA</u> Teachers/Lesson Plans/ Europe/Poetry/A Birthday/ Pre-Reading Teachers/Lesson Plans/ Africa/Poetry/Come Thunder/Reading Teachers/Lesson Plans/ N.A./Poetry/El Dorado/ Reading <u>EA18 ELD & 3.2 ELA</u> Teachers/Lesson Plans/ N.A./ Myths & Legends/ La Llorona/ Other Activities <u>EA22 ELD & 3.3 ELA</u> Teachers/Lesson Plans/ N.A./ Short Stories/	

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
							Esperanza/ Pre-Reading/ Reading/Activity 7-9/Writing Teachers/Lesson Plans/ Africa/Myths & Legends/ Shango/Reading/Other Activities I Teachers/Lesson Plans/ N.A./Poetry/El Dorado/ Reading	

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