

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	
<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 9-10	Primary Citation	Supporting Citation	
<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 (e.g., basic syllabication rules, phonics, regular and irregular plurals). Fluency and Systematic Vocabulary Development	<input 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>educación, 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 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 (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	<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 apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> <input checked="" type="checkbox"/> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. <input type="checkbox"/> 1.2 Distinguish	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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<input checked="" type="checkbox"/>	B3. Recognize 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"/> literature, and content area texts. 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	<input checked="" type="checkbox"/> Development I3. Use a standard 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	<input checked="" type="checkbox"/> Development EA3. Use 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	<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”)	<input type="checkbox"/> between the denotative and connotative meanings of words and interpret the connotative power of words. <input type="checkbox"/> 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo). <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials)	B2 ELD & 1.0 ELA Teachers/Lesson Plans/ JumpStart/Directions/ Writing/Other Activities Teachers/Lesson Plans/ JumpStart/Time/Other Activities I B3 ELD & 1.1 ELA Students/Vocabulary/ Poetry - Fog Myths & Legends – Obatala/Kintu/Pearl of Love/ Short Stories - The Last Leaf Biographies - Sally Ride Teachers/Lesson Plans/	

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<input checked="" type="checkbox"/> short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input checked="" type="checkbox"/> B6. Use an English dictionary to find the meaning of simple known vocabulary. <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,	<input checked="" type="checkbox"/> subject-matter texts. <input checked="" type="checkbox"/> EI6. Read simple paragraphs and passages independently. <input checked="" type="checkbox"/> EI7. Recognize that some words have multiple meanings and apply this knowledge to texts. <input type="checkbox"/> EI8. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<input type="checkbox"/> meaning of idioms, analogies, and metaphors. <input type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input checked="" type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input type="checkbox"/> I8. Apply	<input type="checkbox"/> interpret the meaning of words in literature and content area texts. <input checked="" type="checkbox"/> EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). <input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<input type="checkbox"/> and metaphors. <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. Reading Comprehension <input type="checkbox"/> A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas. <input type="checkbox"/> A8. Analyze the features and	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary	Asia/ Myths & Legends/ The Magic Tray: Other Activities I B4 ELD & 2.0/3.0 ELA Student Section: On-line Reading/Comprehension (all reading selections) Teachers/Lesson Plans/ North America (N.A.)/ Myths & Legends/Amorak/ Reading/ Activity 1-2 Teachers/Lesson Plans/ North America/Myths & Legends/ The Cherry Tree/ Reading/ Activity 1-2 Teachers/Lesson Plans/ Africa/ Myths & Legends/ Obatala: Reading/Activity 1-2		

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<input checked="" type="checkbox"/> greetings, classroom objects). Reading Comprehension <input checked="" type="checkbox"/> B8. Understand and follow simple 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"/> EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and 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	<input type="checkbox"/> knowledge of text connectors to make inferences. Reading Comprehension <input type="checkbox"/> I9. In detailed sentences identify orally two to three 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"/> EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. <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	<input type="checkbox"/> rhetorical devices of different types of public documents and the way authors use those features and 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	<input type="checkbox"/> literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Analyze the structure and format of functional, workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. <input type="checkbox"/> 2.2 Prepare a bibliography of	B5 ELD & 1.0 ELA Teachers/Lesson Plans/ JumpStart/Identity: Speaking/Activities 2-5 Teachers/Lesson Plans/ JumpStart/The School: Speaking/Activities 1-2 Teachers/Lesson Plans/ JumpStart/Directions: Speaking Teachers/Lesson Plans/ JumpStart/Life Events: Speaking II B7 ELD & 1.0 ELA Teachers/Lesson Plans/ JumpStart/Greetings:	B6 ELD & 1.1 ELA Teachers/Lesson Plans/ Europe/Short Stories/The Last Leaf/Other Activities IV	

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<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 type="checkbox"/> B11. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B12. Identify the vocabulary, syntax, and grammar used in public and work-	<input checked="" type="checkbox"/> Comprehension EI12. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. <input type="checkbox"/> EI13. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI14. Orally identify the features of	<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 and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. <input type="checkbox"/> I13. Listen to an excerpt from a	<input type="checkbox"/> comprehension of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA11. Analyze the structure and format of workplace documents and the way in which authors use structure and format to achieve their purposes. <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	<input type="checkbox"/> credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report. <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	<input type="checkbox"/> reference materials for a report using a variety of consumer, workplace, and public documents. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.3 Generate relevant questions about readings on issues that can be researched. <input type="checkbox"/> 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to	Speaking/Activities 1-3 Teachers/Lesson Plans/ JumpStart/Shopping: Speaking Teachers/Lesson Plans/ JumpStart/Directions/ Speaking <u>B8 ELD & 2.0 ELA</u> Teachers/Lesson Plans/ JumpStart/Directions/ Listening & Speaking Teachers/Lesson Plans/ N.A./Poetry/Fog/ Other Activities II <u>B10 ELD & 2.0/3.0 ELA</u> Teachers/Lesson Plans/ N.A./ Biographies/Sally	<u>B9 ELD & 2.0 ELA</u> Teachers/Lesson Plans/ JumpStart/Health & Fitness: Listening	

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<input type="checkbox"/> place documents (e.g., speeches, debates, manuals, and contracts). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B13. Identify orally the beginning, middle, and end of a simple literary text. <input type="checkbox"/> B14. Read a simple selection and orally identify the speaker or narrator. <input checked="" type="checkbox"/> B15. Role-play a character from a	<input checked="" type="checkbox"/> simple excerpts of public documents by using key words or phrases. <input checked="" type="checkbox"/> EI15. 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"/> EI16. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	<input type="checkbox"/> brief political speech and give an oral critique of the author's evidence by using simple sentences. <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 uses the feature to achieve his or her purpose. <input type="checkbox"/> I15. Read and use simple sentences to	<input checked="" type="checkbox"/> bibliography). <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"/> EA14. Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).	<input type="checkbox"/> arranged in the proper format, including a bibliography. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> A12. Describe the functions of dialogue, scene design, asides, and soliloquies in drama. <input type="checkbox"/> A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	<input type="checkbox"/> demonstrate comprehension. <input type="checkbox"/> 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. <input type="checkbox"/> 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software problems and in access guides to World Wide Web sites on the Internet). <input type="checkbox"/> 2.7 Critique the logic of functional	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> 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>B18 ELD & 3.0 ELA</u> Teachers/Lesson Plans/	<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 checked="" type="checkbox"/> familiar piece of literature by using phrases or simple sentences. <input checked="" type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <input type="checkbox"/> B17. Recognize the difference in points of view between first person and third person by using phrases or simple sentences. <input checked="" type="checkbox"/> B18. Recite simple poems	<input type="checkbox"/> EI17. Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product. <input checked="" type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> EI18. Respond orally in simple sentences to factual comprehension questions about	<input type="checkbox"/> identify orally the features and the rhetorical devices of simple excerpts of public and work-place documents and content area texts. <input checked="" type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> I16. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input checked="" type="checkbox"/> I17. Read text and use detailed sentences to	<input checked="" type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism). <input checked="" type="checkbox"/> EA16. Read and identify ways in which poets use personification, figures of speech, imagery, and the “sound” of language. <input checked="" type="checkbox"/> EA17. Identify the functions of dialogue, scene design, and	<input type="checkbox"/> A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic. <input type="checkbox"/> A15. Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions). <input type="checkbox"/> A16. Analyze recognized works of American literature and identify their	<input type="checkbox"/> documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. <input type="checkbox"/> 2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials,	JumpStart/Numbers: Reading/Vocabulary 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/ Europe/ Biographies/Joan of Arc/Writing/Activity 10		

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	<input checked="" type="checkbox"/> two forms of literature (brief excerpts from a comedy and tragedy). <input checked="" type="checkbox"/> EI19. Read literary texts and orally identify the main events of the plot by using simple sentences. <input checked="" type="checkbox"/> EI20. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences. <input type="checkbox"/> EI21. Distinguish the characteristics of different forms of	<input checked="" type="checkbox"/> 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 type="checkbox"/> I19. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. <input checked="" type="checkbox"/> I20. Use detailed sentences to	<input checked="" type="checkbox"/> 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 literature and the genre to which they belong to contrast major periods, themes, and trends. <input type="checkbox"/> EA20. Identify	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> political speeches, primary source material). <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 conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the	EI4 ELD & 1.1 ELA Students/Vocabulary: Myths & Legends –The Selkie/Jabu and the Lion/Anansi & the Sky God’s Daughter Short Stories – Kennedy in the Barrio/Never Fitting In/Sredni Vashtar Biographies – The Trung Sisters/Joan of Arc/Jose Gregorio Hernandez Teachers/Lesson Plans/ Africa/ Biographies/ Queen Nzinga: Pre-Reading/ Activity 1 Teachers/Lesson Plans/ N.A./ Biographies/ Muhammad Ali: Pre-Reading/Activities 1-2 EI5 ELD & 1.1 ELA		

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	<input checked="" type="checkbox"/> 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,	<input type="checkbox"/> 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 aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of		<input type="checkbox"/> quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). <input checked="" type="checkbox"/> 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme	Teachers/Lesson Plans/ L.A./Poetry/Versos Sencillos I/Pre-Reading & Versos Sencillos V/Reading Teachers/Lesson Plans/ Asia/ Myths & Legends/ The Onion Thief/Pre- Reading/Activity 3 EI6 ELD & 2.0/3.0 ELA Teachers/Lesson Plans/ N.A./ Myths & Legends/ The Ghost Bride Reading II/Activities 1-6 EI7 ELD & 1.0 ELA Students Online/ Biographies/ Muhammad AI/Vocabulary		

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Grades 9-12 ELD Reading Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
	responses to familiar literature.	dialogue, or dramatic monologue. <input checked="" type="checkbox"/> I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.	language).		<input checked="" type="checkbox"/> or topic. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. <input checked="" type="checkbox"/> 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and	EI9 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 Teachers/Lesson Plans/ Europe/Biographies/Joan of Arc/Writing/Activities 8-9 EI10 ELD & 1.0 ELA Teachers/Lesson Plans/ Europe/ Short Stories/ The Selkie/ Writing/ Activities 7-12		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
					<input type="checkbox"/> soliloquy. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. <input type="checkbox"/> 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). <input type="checkbox"/> 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and	EI12 ELD & 2.0/3.0 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/ Europe./ Biographies/ Joan of Arc Reading/ Activity 2 Teachers/Lesson Plans/ N.A./ Myths & Legends/ Ghost Bride Reading EI15 ELD & 2.0 ELA		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
					<input type="checkbox"/> explain their appeal. 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. <input type="checkbox"/> 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. <input type="checkbox"/> 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic	Teachers/Lesson Plans/ Africa/ Biographies/ Queen Nzinga: Reading/ Activity 7 Teachers/Lesson Plans/ L.A./ Myths & Legends/La Ciguanaba Writing/ Activities 1-5 Teachers/Lesson Plans/ N.A./ Short Stories/ Never Fitting In: Reading II/ Activities 1-6 EI18 ELD & 3.0 ELA Students/Online/Vocabulary Comprehension/ Poetry – I Love Him Anyway/ Red, Red Rose Verson Sencillos XXXIX Short Stories – The Little Match Girl Biographies – Joan of Arc		

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
					<input checked="" type="checkbox"/> literature. <i>Literary Criticism</i> 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) <input type="checkbox"/> 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	Teachers/Lesson Plans/ N.A./ Myths & Legends/ Vanishing Farmer 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 EI19 ELD & 3.6 ELA Teachers/Lesson Plans/ Asia/Myths & Legends/ Onion Thief: Reading/ Activities 3-6 EI20 ELD & 3.0/3.3 ELA Teachers/Lesson Plans/		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
						Asia/ Myths & Legends/ The Onion Thief/ Reading Teachers/Lesson Plans/ Europe/Myths & Legends/ The Selkie/Other Activities I EI22 ELD & 3.4 ELA Teachers/Lesson Plans/ Asia/ Myths & Legends/ The Onion Thief/ Reading/ Activities 3-4 EI23 ELD & 3.0 ELA Teachers/Lesson Plans/ L.A./ Biographies/Jose Gregorio Hernandez/ Teachers/Lesson Plans/ L.A./ La Ciguanaba/Myths & Legends/Reading		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							Teachers/Lesson Plans/ Europe/Short Stories/ The Little Match Girl/Reading <u>INTERMEDIATE</u> <u>I1 ELD & 1.1 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 & 1.1 ELA</u> Teachers/Lesson Plans/ N.A./ Short Stories/ Adventures of the Speckled	

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Intermediate (I)			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
						Band: Other Activities/ Activity 4 <u>14 ELD & 1.0 ELA</u> 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		

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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 9-10			
							<u>15 ELD & 1.1 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 & 2.0/3.0 ELA</u> Teachers/Lesson Plans/ Europe/ Short Stories/ The Cask of Amontillado/ Post	<u>111 ELD & 3.0 ELA</u> Teachers/Lesson Plans/

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
						Reading/Activities 1-4 <u>I16 ELD & 3.0 ELA</u> Teachers/Lesson Plans/Africa/ Biographies/ Archbishop Desmond Tutu: Writing/Activities 1-3 <u>I17 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/	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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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
						John Henry/Other Activities III <u>I18 ELD & 3.6 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/EI Dorado/ Reading/ Activity 4 <u>I19 ELD & 3.0/3.3 ELA</u> Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I	<u>I20 ELD & 3.2 ELA</u>	

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							I21 ELD & 3.0/3.3 ELA 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 I22 ELD & 3.4 ELA Teachers/Lesson Plans/ Europe/Myths & Legends/ Petrosinella/Other Activities	Teachers/Lesson Plans/ Europe/Short Stories/ The Monkey's Paw/ Other Activities II

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
						II Teachers/Lesson Plans/ N.A./Short Stories/The Cask of Amontillado/ Reading I/ Activities c - g I23 ELD & 3.7 ELA Teachers/Lesson Plans/ Europe/Poetry/A Red Red Rose/Reading I23 ELD & 3.7 ELA Teachers/Lesson Plans/ L.A./Poetry/Proverbios y Cantares/Reading & Writing EARLY ADVANCED EA1 ELD & 1.0 ELA Teachers/Lesson Plans/ L.A./Biographies/ Gabriel Garcia Marquez/ Pre-Reading/Activity 1 Teachers/Lesson Plans/	I23 ELD & 3.7 ELA Teachers/Lesson Plans/ Europe/Poetry/A Red Red Rose/Reading	

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						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 <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		

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						EA5 ELD & 1.0 ELA Teachers/Lesson Plans/ L.A./Biographies/Gabriel Garcia Marquez/Pre- Reading Teachers/Lesson Plans/ Europe/Biographies/Mozart/ Other Activities III EA7 ELD & 2.0/3.0 ELA Teachers/Lesson Plans/ L.A./ Myths & Legends/ La Llorona/Lesson Plan I/ Post Reading EA8 ELD & 1.1 ELA Teachers/Lesson Plans/ Africa/ Biographies/ Nelson Mandela: Pre-Reading	EA6 ELD & 1.0 ELA 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 9-10	Primary Citation	Supporting Citation	
						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 & 3.0 ELA</u> Teachers/Lesson Plans/ Africa/ Myths & Legends/ Shango/Other Activities II <u>EA13 ELD & 2.0 ELA</u> Teachers/Lesson Plans/ L.A./Biographies/Simon Bolivar/Other Activities II <u>EA15 ELD & 3.7 ELA</u>	<u>EA13 ELD & 2.0 ELA</u> Teachers/Lesson Plans/ Asia/Biographies/ Mahatma Gandhi/Other Activities III Teachers/Lesson Plans/ N.A./Short Stories/In Heaven/Other Activities I	

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						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 EA16 ELD & 3.7 ELA Teachers/Lesson Plans/ Europe/Poetry/A Birthday/ Pre-Reading		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							Teachers/Lesson Plans/ Africa/Poetry/Come Thunder/Reading	
							Teachers/Lesson Plans/ N.A./Poetry/EI Dorado/ Reading	
							<u>EA17 ELD & 3.0/3.3 ELA</u>	
							Teachers/Lesson Plans/ Europe./ Short Stories/ Pandora/Reading	
							Teachers/Lesson Plans/ L.A./ Myths & Legends/ La Llorona/ Reading	
							Teachers/Lesson Plans/ N.A./ Short Stories/ Esperanza/ Reading	
							<u>EA18 ELD & 3.2 ELA</u>	

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						Teachers/Lesson Plans/ N.A./ Myths & Legends/ La Llorona/ Lesson Plan 1/ Other Activities EA22 ELD & 3.11 ELA Teachers/Lesson Plans/ N.A./ Short Stories/ 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/EI Dorado/ Reading		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.