

Publisher: Cambridge University Press		Program Title: Strategic Reading 1 Building Effective Reading Skills	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
X	Beginning (B)		Early Advanced (EA)
X	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 9-10			
<input type="checkbox"/> <b>Word Analysis</b>  <input type="checkbox"/> B1. Recognize and correctly pronounce most English phonemes while reading aloud.  <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).  <input checked="" type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>	<input type="checkbox"/> <b>Word Analysis</b>  <input type="checkbox"/> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.  <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading.  <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación, universidad, universidad</i> ) in phrases, simple sentences, literature, and content area texts.	<input type="checkbox"/> <b>Word Analysis</b>  <input type="checkbox"/> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.  <input 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.  <input type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> I3. Use a standard	<input type="checkbox"/> <b>Word Analysis</b>  <input 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.  <input type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EA3. Use	<input type="checkbox"/> <b>Word Analysis</b>  <input type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.  <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.  <input type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> A3. Recognize that some words have	<input checked="" type="checkbox"/> <b>Reading</b>  <input checked="" type="checkbox"/> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  <input type="checkbox"/> 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 type="checkbox"/> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. <input type="checkbox"/> 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of	<input type="checkbox"/> <b>B3 ELD and ELA 1.0 Standards</b> <input type="checkbox"/> SB, <i>Strategic Reading 1</i> , p. 56.		

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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 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	<b>Fluency and Systematic Vocabulary Development</b>  <input type="checkbox"/> EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.  <input 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 passages	<input 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 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 type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts.  <input 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"/> 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	<input type="checkbox"/> words. 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).  <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  <input checked="" type="checkbox"/> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in	<b>B4, EI6 ELD and ELA 2.0 Standards</b> <i>SB, Strategic Reading 1</i> , pp. 14, 18, 20, 26, 30, 44, 50.	<b>B4, EI16 ELD and ELA 2.0 Standards</b> <i>SB, Strategic Reading 1</i> , pp. 78, 94, 102, 106, 122, 126.	

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<input type="checkbox"/> various social and academic settings (e.g., answer simple questions).  <input type="checkbox"/> B6. Use an English dictionary to find the meaning of simple known vocabulary.  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"/> <b>Reading Comprehension</b>  B8. Understand	<input type="checkbox"/> independently.  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"/> EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.	<input type="checkbox"/> English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  <input type="checkbox"/> 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.  <input type="checkbox"/> 18. Apply knowledge of text connectors to make inferences.  <b>Reading Comprehension</b>  <input type="checkbox"/> 19. In detailed sentences identify	<input type="checkbox"/> EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).  <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  <input type="checkbox"/> EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	<input type="checkbox"/> dictionary to determine the meaning of unknown words.  <b>Reading Comprehension</b>  <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 rhetorical devices of different types of public documents and the way authors use those features and devices.	<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 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> 2.1 Analyze the structure and format of functional, workplace documents, including	<b><u>B8 and 2.3 ELA Standards</u></b> SB, <i>Strategic Reading 1</i> , pp. 3, 11, 27.   <b><u>EI12 ELD and 2.8 ELA Standards</u></b> SB, <i>Strategic Reading 1</i> , pp. 21-23, 50-51, 54-55, 67, 69, 71.	<b><u>B8 and 2.3 ELA Standards</u></b> SB, <i>Strategic Reading 1</i> , pp. 5, 7, 13

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<input type="checkbox"/> and follow simple multiple-step oral directions for classroom or work-related activities.  <input 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	<input 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.  <input checked="" type="checkbox"/> <b>Reading Comprehension</b>  <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 comprehension questions.	<input type="checkbox"/> 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 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"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.  <input type="checkbox"/> <b>Reading Comprehension</b>  <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"/> 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 the report.	<input checked="" type="checkbox"/> the graphics and headers, and explain how authors use the features to achieve their purposes. 2.2 Prepare a bibliography of 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 checked="" type="checkbox"/> 2.3 Generate relevant questions about readings on issues that can be researched. 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	<input type="checkbox"/>	<input type="checkbox"/>	<p style="text-align: center;"><b><u>B10 ELA and 2.1 ELA Standards</u></b> (SB) <i>Strategic Reading 1</i>, p. 3, Lesson A; p. 7, Lesson B; p. 13, Lesson A.</p>

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<input type="checkbox"/> 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 workplace documents (e.g., speeches, debates, manuals, and contracts).  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> B13. Identify orally the beginning, middle, and end of a simple literary text.	<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 simple excerpts of public documents by using key words or phrases.  <input 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"/> 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 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	<input type="checkbox"/> 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 bibliography).  <input 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"/> 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 type="checkbox"/> <b>Literary Response and Analysis</b>  <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	<input type="checkbox"/> related topics to demonstrate comprehension. <input checked="" 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"/> <i>Expository Critique</i> <input type="checkbox"/> 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in			

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<input type="checkbox"/>	B14. Read a simple selection and orally identify the speaker or narrator.	<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"/>	headers) and give one brief example of how the author uses the feature to achieve his or her purpose.	<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"/>	elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	<input type="checkbox"/>	anticipation of possible reader misunderstandings.		
<input type="checkbox"/>	B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences.	<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 type="checkbox"/>	I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and workplace documents and content area texts.	<input type="checkbox"/>	<b>Literary Response and Analysis</b>	<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"/>	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, political speeches, primary source material).		
<input type="checkbox"/>	B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<input type="checkbox"/>	<b>Literary Response and Analysis</b>	<input type="checkbox"/>	I16. Use expanded vocabulary and descriptive words in paraphrasing oral and written	<input type="checkbox"/>	EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	<input type="checkbox"/>	A15. Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	<input type="checkbox"/>	<b>3.0 Literary Response and Analysis</b>		
<input type="checkbox"/>	B17. Recognize the difference in points of view between first	<input type="checkbox"/>	EI18. Respond	<input type="checkbox"/>		<input type="checkbox"/>	EA16. Analyze recognized works of American literature	<input type="checkbox"/>	A16. Analyze recognized works of American literature	<input type="checkbox"/>	Students read and respond to historically or culturally significant		

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<input type="checkbox"/> person and third person by using phrases or simple sentences.  B18. Recite simple poems	<input type="checkbox"/> orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).  <input type="checkbox"/> EI19. Read literary texts and orally identify the main events of the plot by using simple sentences.  <input 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	responses to texts.  I17. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature.  <input 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 type="checkbox"/> EA16. Read and identify ways in 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 type="checkbox"/> EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.  EA19. Identify	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> 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 quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> 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).			

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	<input type="checkbox"/> of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.  <input 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 type="checkbox"/> EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	<input type="checkbox"/> I20. Use detailed sentences to compare and contrast orally a similar theme or topic across three genres.  <input type="checkbox"/> I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.  <input 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	<input type="checkbox"/> recognized works of American 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 type="checkbox"/> EA22. Identify techniques that		<input 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 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. 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue,			

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				monologue.  I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.		have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).				<input type="checkbox"/>	dramatic monologue, and soliloquy. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. 3.8 Interpret and evaluate the impact of ambiguities, subtleties,		
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					<input type="checkbox"/> contradictions, ironies, and incongruities in a text. 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. <i>Literary Criticism</i> <input type="checkbox"/> 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) 3.12 Analyze the way in			

\*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).

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Publisher: Cambridge University Press			Program Title: Strategic Reading 1 Building Effective Reading Skills		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s		
X	Beginning (B)		Early Advanced (EA)		
X	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 9-10			
					<input type="checkbox"/>	which a work of literature is related to the themes and issues of its historical period. (Historical approach)		
					<input type="checkbox"/>			
					<input type="checkbox"/>			

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