

Publisher: Great Source Education Group		Program Title: Reader's Handbook © 2002	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/> Beginning (B)	<input checked="" type="checkbox"/> Early Advanced (EA)		
<input checked="" type="checkbox"/> Early Intermediate (EI)	<input checked="" type="checkbox"/> Advanced (A)		
<input checked="" type="checkbox"/> Intermediate (I)			

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

Grades 6-8 ELD Reading Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<input type="checkbox"/> Word Analysis 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. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	Word Analysis <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</i>) in phrases, simple sentences, literature, and content area texts. Fluency and Systematic	Word Analysis <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. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Use a standard dictionary to determine	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. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and	Word Analysis <input checked="" 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 multiple meanings and apply this	Reading <input checked="" type="checkbox"/> 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <i>Vocabulary and Concept Development</i> 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. <input checked="" type="checkbox"/> 1.2 Understand the most important points in the	B3-ELD Standard & 1.3 ELA Standard: Student Handbook (SH) <i>Reader's Handbook</i> , pp. 608-620 B5-ELD Standard & 1.3 ELA Standard: SH <i>Reader's Handbook</i> , pp. 609-610 B6-ELD Standard & 3.2 Standard:	B3-ELD Standard & 1.3 ELA Standard: Teacher's Guide (TG) <i>Reader's Handbook</i> , pp. 414-418 Student Applications Book (SAB) <i>Reader's Handbook</i> , pp. 218-221 B5-ELD Standard & 1.3 ELA Standard: TG <i>Reader's Handbook</i> , pp. 414-415 SAB <i>Reader's Handbook</i> , pp. 218-219 B6-ELD Standard & 3.2 ELA Standard:

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
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<input type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions). <input checked="" type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student. <input checked="" type="checkbox"/> B6. Retell stories by using phrases and sentences. <input checked="" type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/>	<input checked="" type="checkbox"/> Vocabulary Development EI4. Use knowledge of literature and content areas to understand unknown words. <input type="checkbox"/> EI5. Read simple paragraphs and passages independently. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> EI7. Read aloud with appropriate	<input type="checkbox"/> meanings of unknown words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text. <input checked="" type="checkbox"/> I5. Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas. <input type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input type="checkbox"/> syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. <input checked="" type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). <input type="checkbox"/> EA6. Use decoding skills and knowledge of academic and social vocabulary	<input type="checkbox"/> 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 checked="" 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 checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.	<input checked="" type="checkbox"/> history of English language and use common word origins to determine the historical influences on English word meanings. 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge	ELA Standard: SH <i>Reader's Handbook</i> , pp. 305-308, 331, 368-375, 676 B9-ELD Standard & 2.6 ELA Standard: SH <i>Reader's Handbook</i> , pp. 265-272 B10-ELD Standard & 2.6 ELA Standard: SH <i>Reader's Handbook</i> , pp. 218-233, 234-246, 265-272	TG <i>Reader's Handbook</i> , pp. 237-241 SAB <i>Reader's Handbook</i> , pp. 146-148 B9-ELD Standard & 2.6 ELA Standard: TG <i>Reader's Handbook</i> , pp. 178-181 SAB <i>Reader's Handbook</i> , pp. 113-115 B10-ELD Standard & 2.6 ELA Standard: TG <i>Reader's Handbook</i> , pp. 148-158, 159-169, 178-181 SAB <i>Reader's Handbook</i> , pp. 88-96, 97-106, 113-115

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<input type="checkbox"/> Reading Comprehension B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases. <input checked="" type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities. <input checked="" type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure). <input type="checkbox"/> B11. Orally identify, using key words or	<input checked="" type="checkbox"/> pacing, intonation, and expression one's own writing of narrative and expository texts. <input type="checkbox"/> EI8. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> EI9. 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"/> EI10. Identify and follow some multiple-step	<input type="checkbox"/> 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input type="checkbox"/> 18. Recognize that some words have multiple meanings. <input type="checkbox"/> Reading Comprehension <input checked="" type="checkbox"/> 19. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions. <input type="checkbox"/> 110. Read text and use detailed sentences to explain orally the main ideas and	<input checked="" type="checkbox"/> to achieve independent reading. <input checked="" type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. <input type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. <input checked="" type="checkbox"/> Reading Comprehension <input checked="" type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational	<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas. <input type="checkbox"/> A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks). <input checked="" type="checkbox"/> A9. Identify and analyze the differences	of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g.,	B12-ELD Standard & 2.0 ELA Standard: <i>SH Reader's Handbook</i> , pp. 155-169 B14-ELD Standard & 2.0 ELA Standard: <i>SH Reader's Handbook</i> , pp. 59, 82, 111, 192, 196, 216, 275, 281, 644-645, 662, 667 B16-ELD Standard & 3.0, 3.3 ELA Standard: <i>SH Reader's Handbook</i> , pp.	B12-ELD Standard & 2.0 ELA Standard: <i>TG Reader's Handbook</i> , pp. 105-113 <i>SAB Reader's Handbook</i> , p. 38 B14-ELD Standard & 2.0 ELA Standard: <i>TG Reader's Handbook</i> , pp. 183-184, 188 B16-ELD Standard & 3.0, 3.3 ELA Standard: <i>TG Reader's Handbook</i> , pp. 220-226, 227-231 <i>SAB Reader's</i>	

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<input type="checkbox"/> phrases, the main ideas and some details of familiar texts. <input checked="" type="checkbox"/> B12. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B13. Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns. <input checked="" type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts.	<input checked="" type="checkbox"/> directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI11. Identify and orally explain categories of familiar informational materials by using simple sentences. <input checked="" type="checkbox"/> EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences. <input checked="" type="checkbox"/> EI13. Read and orally identify examples of fact and opinion and	<input checked="" type="checkbox"/> details of informational text, literary text, and text in content areas. <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. <input type="checkbox"/> I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials. <input type="checkbox"/> I13. Understand and orally identify the features and elements of	<input type="checkbox"/> materials, literary texts, and texts in content areas. <input type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).	<input type="checkbox"/> between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). <input checked="" type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text. <input type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery,	<input type="checkbox"/> warranties, contracts, product information, instruction manuals). 2.2 Analyze text that uses proposition and support patterns. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. <input type="checkbox"/> 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. 2.5 Understand and explain the use of a complex mechanical device by following technical directions. 2.6 Use information from	340-350, 351-359 B20-ELD Standard & 3.0 ELA Standard: <i>TG Reader's Handbook</i> , pp. 264-307 <i>SAB Reader's Handbook</i> , pp. 154-161 EI4-ELD Standard & 1.3 ELA Standard: <i>TG Reader's Handbook</i> , pp. 413-428 <i>SAB Reader's Handbook</i> , pp. 220-221, 218-219 EI8-ELD Standard & 1.0 ELA Standard: <i>TG Reader's Handbook</i> , pp.	<i>Handbook</i> , pp. 140-141, 142-143 B20-ELD Standard & 3.0 ELA Standard: <i>TG Reader's Handbook</i> , pp. 264-307 <i>SAB Reader's Handbook</i> , pp. 154-161 EI4-ELD Standard & 1.3 ELA Standard: <i>TG Reader's Handbook</i> , pp. 413-428 <i>SAB Reader's Handbook</i> , pp. 220-221, 218-219 EI8-ELD Standard & 1.0 ELA Standard: <i>TG Reader's Handbook</i> , pp.

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<input type="checkbox"/> Literary Response and Analysis B15. Respond orally in one or two words to factual comprehension questions about simple literary texts. <input checked="" type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases. <input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and phrases. <input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<input type="checkbox"/> cause and effect in written texts by using simple sentences. EI14. Orally identify the factual components of simple informational materials by using key words or phrases. <input type="checkbox"/> Literary Response and Analysis EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input checked="" type="checkbox"/> EI16. Read literary texts and orally identify the main	<input type="checkbox"/> common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books). <input type="checkbox"/> Literary Response and Analysis I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel,	<input type="checkbox"/> Literary Response and Analysis EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony. <input checked="" type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences. <input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. <input type="checkbox"/> EA15. Compare and contrast a similar theme across several	<input type="checkbox"/> and symbolism). <input type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics. <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal). <input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. <input checked="" type="checkbox"/> A15. Analyze the elements of a plot, including its	<input type="checkbox"/> a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. <input type="checkbox"/> <i>Expository Critique</i> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. <input type="checkbox"/> 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature</i> ,	SH <i>Reader's Handbook</i> , pp. 626-629 EI11-ELD Standard & 2.6 ELA Standard: TG <i>Reader's Handbook</i> , pp. 148-158, 159-169, 178-181 SH <i>Reader's Handbook</i> , pp. 218-233, 234-246, 265-272 EI13-ELD Standard & 2.0 ELA Standard: SH <i>Reader's Handbook</i> , pp. 59, 82, 111, 192, 196, 216, 275, 281, 644-645, 662, 667	421-423 SAB <i>Reader's Handbook</i> , p. 222 EI11-ELD Standard & 2.6 ELA Standard: TG <i>Reader's Handbook</i> , pp. 148-158, 159-169, 178-181 SAB <i>Reader's Handbook</i> , pp. 88-96, 97-106, 113-115 EI13-ELD Standard & 2.0 ELA Standard: TG <i>Reader's Handbook</i> , pp. 183-184, 189 EI16-ELD Standard & 3.2 ELA Standard:

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	character in a brief literary text by identifying the thoughts and actions of the character.				<input type="checkbox"/> 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. <input type="checkbox"/> 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. <i>Literary Criticism</i> 3.7 Analyze a work of literature, showing how it	<u>& 3.3 ELA Standards:</u> <i>SH Reader's Handbook</i> , pp. 340-350 <u>13-ELD Standard & 1.0 ELA Standard:</u> <i>SH Reader's Handbook</i> , pp. 626-629 <u>15-ELD Standard & 1.1 ELA Standard:</u> <i>SH Reader's Handbook</i> , pp. 426, 434, 450, 452, 455, 586-587, 636-639 <u>110-ELD Standard & 2.7 Standard & 2.7</u>	220-226 <i>SAB Reader's Handbook</i> , pp. 140-141 <u>13-ELD Standard & 1.0 ELA Standard:</u> <i>TG Reader's Handbook</i> , pp. 421-423 <i>SAB Reader's Handbook</i> , p. 222 <u>5-ELD Standard & 1.1 ELA Standard:</u> <i>TG Reader's Handbook</i> , pp. 294, 295-296, 298 <i>SAB Reader's Handbook</i> , p. 163 <u>110-ELD Standard & 2.7 ELA Standard:</u> <i>TG Reader's</i>	

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					<input checked="" type="checkbox"/>	reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	ELA Standard: SH Reader's Handbook, pp. 47-54, 284, 289, 405 I11-ELD Standard & 2.6 ELA Standard: TG Reader's Handbook, pp. 178-181 ELA Standard: SH Reader's Handbook, pp. 265-272	<i>Handbook</i> , pp. 44-45 <i>SAB Reader's Handbook</i> , p. 16 I11-ELD Standard & 2.6 ELA Standard: <i>TG Reader's Handbook</i> , pp. 178-181 <i>SAB Reader's Handbook</i> , pp. 113-115 I12-ELD Standard & 2.0& 2.6 ELA Standards: <i>TG Reader's Handbook</i> , pp. 148-158, 159-169, 178-181 <i>SAB Reader's Handbook</i> , pp. 88-96, 97-106, 113-115
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Publisher: Great Source Education Group		Program Title: Reader's Handbook © 2002	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

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

Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
							A1-ELD Standard & 1.2 ELA Standard: SH Reader's <i>Handbook</i> , pp. 585, 621-622, 624, 689-692	Standard: TG Reader's <i>Handbook</i> , pp. 419-420 SAB Reader's <i>Handbook</i> , p. 221
							A5-ELD Standard & 1.1 ELA Standard: SH Reader's <i>Handbook</i> , pp. 426, 434, 450, 452, 455, 586- 587, 636-639	A5-ELD Standard & 1.1 ELA Standard: TG Reader's <i>Handbook</i> , pp. 294, 295-296, 298 SAB Reader's <i>Handbook</i> , p. 163
							A6-ELD Standard & 1.0 ELA Standard: SH Reader's <i>Handbook</i> , pp. 452, 626-629	A6-ELD Standard & 1.0 ELA Standard: TG Reader's <i>Handbook</i> , pp. 421-423 SAB Reader's <i>Handbook</i> , p. 222
								A9-ELD Standard & 2.0 & 2.6 ELA Standards:

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							A9-ELD Standard & 2.0 & 2.6 ELA Standards: TG <i>Reader's Handbook</i> , pp. 148-158, 159-169, 178-181 SH <i>Reader's Handbook</i> , pp. 218-233, 234-246, 265-272	TG <i>Reader's Handbook</i> , pp. 148-158, 159-169, 178-181 SAB <i>Reader's Handbook</i> , pp. 88-96, 97-106, 113-115
							A10-ELD Standard & 3.4 ELA Standard: TG <i>Reader's Handbook</i> , pp. 227-231 SH <i>Reader's Handbook</i> , pp. 351-359	A10-ELD Standard & 3.4 ELA Standard: TG <i>Reader's Handbook</i> , pp. 227-231 SAB <i>Reader's Handbook</i> , pp. 142-143
							A15-ELD Standard & 3.0 & 3.2 ELA Standards: TG <i>Reader's Handbook</i> , pp. 237-241 SH <i>Reader's Handbook</i> , pp.	A15-ELD Standard & 3.0 & 3.2 ELA Standards: TG <i>Reader's Handbook</i> , pp. 237-241 SAB <i>Reader's Handbook</i> , pp.

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Grades 6-8 ELD Reading Standards						ELA Standards							
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												<i>Handbook</i> , pp. 368-375	146-148

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