

Publisher: <i>Educational Activities Software</i>		Program Title: <i>Sound Sentences, Diascriptive Reading 4, Core Reading & Vocabulary, The Writing Process Workshop, Reading in the Workplace, Diascriptive Reading in Science, Diascriptive Reading in Social Studies, & How to Write for Everyday Living,</i>	
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 9-12 Educational Activities Software Programs That Meet ELD Reading Standards						ELA Standards		Educational Activities Software Programs					
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
<input checked="" type="checkbox"/>	Word Analysis	<input checked="" type="checkbox"/>	Word Analysis	<input checked="" type="checkbox"/>	Word Analysis	<input checked="" type="checkbox"/>	Word Analysis	<input checked="" type="checkbox"/>	Word Analysis	<input type="checkbox"/>	Reading	Word Analysis	
	B1. Recognize and correctly pronounce most English phonemes while reading aloud.		EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.		I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.		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>).		A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.		1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	B1. Sound Sentences	
<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).	<input checked="" type="checkbox"/>	EI2. Use common English morphemes in oral and silent reading.	<input checked="" 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 checked="" type="checkbox"/>	EA2. Distinguish between cognates and false cognates in literature and texts in content areas.	<input checked="" type="checkbox"/>	A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.		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>	E11. Writing Process Workshops	
	Fluency and	<input checked="" type="checkbox"/>	EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple		Fluency and Systematic		Fluency and Systematic		Fluency and Systematic Vocabulary	<input type="checkbox"/>	1.1 Trace the etymology of significant terms	E12. CORE Reading	
												E13. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary	
												I1. Sound Sentences	
												I2. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary	

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<input type="checkbox"/> Systematic Vocabulary Development <input 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	<input type="checkbox"/> sentences, literature, and content area texts. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <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	<input type="checkbox"/> Vocabulary Development <input type="checkbox"/> I3. Use a standard dictionary to derive the meaning of unknown vocabulary. <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	<input type="checkbox"/> Vocabulary Development <input type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts. <input type="checkbox"/> EA5. Use	<input type="checkbox"/> Development <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	<input type="checkbox"/> used in political science and history. <input type="checkbox"/> 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. <input type="checkbox"/> 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	<input type="checkbox"/> EA1. Diascriptive Reading IV, Vocabulary <input type="checkbox"/> EA2. Diascriptive Reading IV, Vocabulary <input type="checkbox"/> A1. Diascriptive Reading IV, Vocabulary <input type="checkbox"/> A2. Diascriptive Reading IV, Vocabulary <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Diascriptive Reading IV, Inference <input type="checkbox"/> A3. Diascriptive Reading IV, Inference <input type="checkbox"/> EA4. Diascriptive		

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<input type="checkbox"/> words or simple-sentence responses. <input type="checkbox"/> B5. Respond with appropriate short phrases or sentences in 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. <input type="checkbox"/> B7. Produce simple vocabulary (single words or	<input type="checkbox"/> figures of speech (e.g., “the last word”) in literature and subject-matter texts. <input type="checkbox"/> EI6. Read simple paragraphs and passages independently. <input 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	<input type="checkbox"/> English syntax to interpret the 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 type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read	<input type="checkbox"/> knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts. <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	<input type="checkbox"/> 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 determine the meaning of unknown words. Reading Comprehension <input type="checkbox"/> A7. Apply knowledge of language to achieve comprehension of informational	2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and		Reading IV, Vocabulary A4. Diascriptive Reading IV, Vocabulary EA5. Diascriptive Reading IV, Vocabulary A5. Diascriptive Reading IV, Vocabulary EA6. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary A6. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary	

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<input type="checkbox"/> short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input type="checkbox"/> Reading Comprehension B8. Understand 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	<input type="checkbox"/> recognizing and correcting some errors when speaking or reading aloud. EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. <input type="checkbox"/> EI10. Use a standard dictionary to find the meaning of unknown vocabulary. <input type="checkbox"/> EI11. Use appropriate	<input type="checkbox"/> independently. I8. Apply knowledge of text connectors to make inferences. <input type="checkbox"/> Reading Comprehension 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	<input type="checkbox"/> 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"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading	<input type="checkbox"/> 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. <input type="checkbox"/> A9. Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and	<input type="checkbox"/> 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. <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Analyze both the features and the rhetorical devices of different types of	EA7. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary EA8. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary Reading Comprehension A7. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary A9. Diascriptive Reading IV, Sequence EA10. Diascriptive		

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<input type="checkbox"/>	consumer publications, workplace documents, and content area texts.	<input type="checkbox"/>	connectors (e.g., <i>first, then, after that, finally</i>) to sequence written text.	<input type="checkbox"/>	and clarifies facts in two to three forms of expository text.	<input type="checkbox"/>	Comprehension	<input type="checkbox"/>	word choice in texts across content areas.	<input type="checkbox"/>	public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary	
<input 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"/>	Reading Comprehension	<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"/>	EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in 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 type="checkbox"/>	<i>Comprehension and Analysis of Grade-Level Appropriate Text</i> 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax,	A10. How to Write for Everyday Living	
<input type="checkbox"/>	B11. Point out text features, such as the title, table of contents, and	<input 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"/>	I12. Understand and orally explain most multiple-step directions for using a simple	<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"/>	A11. Prepare a brief research or synthesizing paper	<input type="checkbox"/>		EA11. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health	
			EI13. Identify and follow some multiple-step directions for using									A11. How to Write for Everyday Living	
												EA13. Diascriptive Reading IV, Sequence	
												EA14. Reading in the Workplace: Automotive, Clerical, Construction,	

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<input type="checkbox"/> chapter headings. B12. Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts). <input type="checkbox"/> Literary Response and Analysis B13. Identify orally the beginning, middle, and end of a simple literary text. <input type="checkbox"/> B14. Read a	<input type="checkbox"/> simple mechanical devices and filling out basic forms. 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"/> EI16. In simple	<input type="checkbox"/> mechanical device and filling out simple applications. I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences. I14. Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example	<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"/> EA14. Analyze the features and	<input type="checkbox"/> 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"/> Literary Response and Analysis A12. Describe the functions of dialogue, scene design, asides, and soliloquies in drama.	<input type="checkbox"/> and word choice in the text. 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. 2.5 Analyze an author's implicit and	<input type="checkbox"/>	Electronics, Food Services, Health <u>Literary Response and Analysis</u> A12. Writing Process Workshop: Autobiographical Incident A13. Writing Process Workshop: Autobiographical Incident A14. Writing Process Workshop: Evaluation EA18. Writing Process Workshop: Evaluation	

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<input type="checkbox"/> simple selection and orally identify the speaker or narrator. <input type="checkbox"/> B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences. <input 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	<input type="checkbox"/> sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers). <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"/> of how the author uses the feature to achieve his or her purpose. <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"/> Literary Response and Analysis <input type="checkbox"/> I16. Use expanded vocabulary and descriptive words	<input type="checkbox"/> 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"/> Literary Response and Analysis <input type="checkbox"/> EA15. Identify several literary elements and techniques (e.g., figurative language, imagery,	<input type="checkbox"/> A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism). <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	<input type="checkbox"/> explicit philosophical assumptions and beliefs about a subject. <i>Expository Critique</i> 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to	Reading 1.0 Diascriptive Reading IV, Vocabulary 1.1 Diascriptive Reading Social Studies 1.2 Diascriptive Reading Science 1.3 Diascriptive Reading IV, Inference 2.0. Diascriptive Reading IV, Details, Inference, Main Idea, Sequence, Vocabulary 2.1. Reading in the			

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<input type="checkbox"/> points of view between first person and third person by using phrases or simple sentences. B18. Recite simple poems.	<input type="checkbox"/> Literary Response and Analysis EI18. Respond 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"/> in paraphrasing oral and written 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. I19. Apply	<input type="checkbox"/> and symbolism). 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	<input type="checkbox"/> subordinate characters in literary texts (e.g., motivations and reactions). 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.	authority, to pathos and emotion). 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 themes. The selections in <i>Recommended Readings in Literature, Grades</i>	Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health 2.2 Diascriptive Reading IV, Main Idea 2.3. Reading in the Workplace: Automotive, Clerical, Construction, Electronics, Food Services, Health 2.4 Diascriptive Reading IV, Inference 2.5 Diascriptive Reading IV, Details <u>Literary Response and Analysis</u>		

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	<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 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	<input type="checkbox"/> knowledge of language to analyze and derive meaning from literary texts and comprehend them. <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"/> 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 recognized works of world literature and contrast the major literary forms and techniques.		<input type="checkbox"/> <i>Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> <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 type="checkbox"/> 3.2 Analyze the way		3.0 Diascriptive Reading: Social Studies 3.2 Writing Process Workshop: Report on Information/Observation	

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	<input type="checkbox"/> according to what he or she does in a familiar narration, dialogue, or drama. EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	<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 monologue. I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.	<input type="checkbox"/> EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres. EA22. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).		<input type="checkbox"/> in which the theme or meaning of a selection represents a view or comment on life, using textural evidence to support the claim. 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both. <input type="checkbox"/> 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to			

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										evoke readers' emotions. 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 trends and describe how works by members of different cultures relate to one another in each		

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										<input type="checkbox"/> period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. 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 writings (e.g., how the archetypes of		

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										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		

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										<input type="checkbox"/> and issues of their eras. 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		

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										labor). (Political approach) 3.9 Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)		

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