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|-------------------------------------|-------------------------|---|---|--|--|
| Publisher: Houghton Mifflin Company |                         |   | Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 6 |  |  |
| ELD Proficiency Levels:             |                         |   | <b>FOR LEA USE ONLY</b><br>Designated Standards ELD and ELA #'s         |  |  |
| <input type="checkbox"/>            | Beginning (B)           | X | Early Advanced (EA)   |  |  |
| <input type="checkbox"/>            | Early Intermediate (EI) | X | Advanced (A)  |  |  |
| X                                   | Intermediate (I)        |   |   |  |  |

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

| Grades 6-8<br>ELD Reading Standards   |  |  |  |  | ELA<br>Standards   |  | Primary<br>Citation | Supporting<br>Citation |
|---|--|--|--|--|--|--|---------------------|------------------------|
| Beginning   | Early Intermediate   | Intermediate   | Early<br>Advanced  | Advanced   | Grade 6  |  |                     |                        |
| <input type="checkbox"/> <b>Word Analysis</b><br>B1. Recognize and correctly pronounce most English phonemes while reading aloud.<br><input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences.<br><b>Fluency and Systematic Vocabulary Development</b><br><input type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by | <input type="checkbox"/> <b>Word Analysis</b><br>EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.<br><input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading.<br><input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>educacion, educaci3n; university, universidad</i> ) in phrases, simple sentences, literature, and content area texts. | <input checked="" type="checkbox"/> <b>Word Analysis</b><br>I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.<br><input type="checkbox"/> I2. Identify cognates (e.g., <i>agonia, agony</i> ) and false cognates (e.g., <i>3xito, exit</i> ) in literature and texts in content areas.<br><b>Fluency and Systematic Vocabulary Development</b><br><input type="checkbox"/> I3. Use a standard dictionary to | <input type="checkbox"/> <b>Word Analysis</b><br>EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.<br><input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas.<br><b>Fluency and Systematic Vocabulary Development</b><br><input type="checkbox"/> EA3. Use knowledge of English | <input type="checkbox"/> <b>Word Analysis</b><br>A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.<br><input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.<br><b>Fluency and Systematic Vocabulary Development</b><br><input type="checkbox"/> A3. Recognize that some words have | <input checked="" type="checkbox"/> <b>Reading</b><br><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b><br>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.<br><i>Word Recognition</i><br>1.1 Read aloud narrative and expository text | <b>I1-ELD</b><br>Teacher's Guide (TG) Breakfast Around the World, pp. 2, 5; Samuel de Champlain, pp. 2, 5; Lands of the Rainforest, pp. 2, 5; Charlemagne, pp. 2, 5; Life in the Sahara, pp. 2, 5; The First Humans, pp. 2, 5; The Khyber Pass, pp. 2, 5; The Ring of Fire, pp. 2, 5<br><b>1.0-ELA</b><br>TG: Breakfast Around the World, pp. 5 ; Samuel de Champlain, pp. 5 ; Lands of the Rainforest, pp. 5 ; Charlemagne, pp. 5 ; Life in the |                     |                        |

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| Beginning  | Early Intermediate   | Intermediate  | Early<br>Advanced   | Advanced   | Grade 6   |   |   |                        |
| <input type="checkbox"/> using one to two words or simple-sentence responses.<br><br><input type="checkbox"/> B4. Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).<br><br><input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student.<br><br><input type="checkbox"/> B6. Retell stories by using phrases and sentences.<br><br><input type="checkbox"/> B7. Produce simple vocabulary (single words or short | <b>Fluency and Systematic Vocabulary Development</b><br><br><input type="checkbox"/> EI4. Use knowledge of literature and content areas to understand unknown words.<br><br><input type="checkbox"/> EI5. Read simple paragraphs and passages independently.<br><br><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"/> determine meanings of unknown words.<br><br><input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text.<br><br><input 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.<br><br><input type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors | <input type="checkbox"/> morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.<br><br><input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.<br><br><input checked="" type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).<br><br><input type="checkbox"/> EA6. Use decoding | <input type="checkbox"/> multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.<br><br><input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.<br><br><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.<br><br><input checked="" type="checkbox"/> A6. Use a standard dictionary to | <input type="checkbox"/> fluently and accurately and with appropriate pacing, intonation, and expression.<br><i>Vocabulary and Concept Development</i><br><input type="checkbox"/> 1.2 Identify and interpret figurative language and words with multiple meanings.<br><input type="checkbox"/> 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.<br><input type="checkbox"/> 1.4 Monitor expository text for unknown words or | Sahara, pp. 5 ;<br>The First Humans, pp. 5 ;<br>The Khyber Pass, pp. 5 ;<br>The Ring of Fire, pp. 5;<br>Mary Leakey, p. 4;<br>The Algonquin, p. 4;<br>Fall of Tenochtitlán, p. 4;<br>Europe, p. 4;<br>Hatshepsut and Nefertiti, p. 4;<br>Wole Sojinka, p. 4;<br>Aung San Suu Kyi, p. 4;<br>Gray Blanket, p. 4;<br>Climbing the Continents, p. 4;<br>Congress and Parliament, p. 4;<br>Simón Bolívar, p. 4;<br>Introducing the Euro, p. 4;<br>Turkey, p. 4;<br>Ghana, p. 4;<br>Lan Xang, p. 4; | <b>EA5-ELD</b><br>TG: Fall of Tenochtitlán, p. 4;<br>Europe, p. 4<br><br><b>A6-ELD</b><br>TG: Congress and Parliament, p. 4;<br>Xuan Zang, p. 4 |                        |

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|--|---|---|---|--|---|---|---------------------|------------------------|
| Beginning  | Early Intermediate  | Intermediate  | Early<br>Advanced   | Advanced   | Grade 6   |   |                     |                        |
| <input type="checkbox"/> phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).<br><br><b>Reading Comprehension</b><br><br><input type="checkbox"/> B8. Read simple text and orally respond to factual comprehension questions by using key words or phrases.<br><br><input type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities. | <input type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.<br><br><input type="checkbox"/> EI8. Use a standard dictionary to find the meaning of known vocabulary.<br><br><b>Reading Comprehension</b><br><br><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"/> when speaking or reading aloud.<br><br><input type="checkbox"/> 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.<br><br><input type="checkbox"/> 18. Recognize that some words have multiple meanings.<br><br><b>Reading Comprehension</b><br><br><input checked="" type="checkbox"/> 19. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.<br><br><input type="checkbox"/> 110. Read text and | skills and knowledge of academic and social vocabulary to achieve independent reading.<br><br><input type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.<br><br><input checked="" type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.<br><br><b>Reading Comprehension</b> | determine the meaning of unknown words.<br><br><b>Reading Comprehension</b><br><br><input type="checkbox"/> A7. Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.<br><br><input checked="" type="checkbox"/> A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, | <input type="checkbox"/> words with novel meanings by using word, sentence, and paragraph clues to determine meaning.<br>1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i> ).<br><br><input type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b><br><br>Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the | Xuan Zang, p. 4<br><br><b>I9-ELD</b><br>TG: Breakfast Around the World, pp. 2, 3 ; Samuel de Champlain, pp. 2, 3 ; Lands of the Rainforest, pp. 2, 3 ; Charlemagne, pp. 2, 3 ; Life in the Sahara, pp. 2, 3 ; The First Humans, pp. 2, 3 ; The Khyber Pass, pp. 2, 3 ; The Ring of Fire, pp. 2, 3<br><br><b>EA8-ELD</b><br>TG: Mary Leakey, p. 6; The Algonquin, p. 6; Fall of Tenochtitlán, p. 6; Europe, p. 6; Hatshepsut and |                     |                        |

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|---|--|---|--|---|---|--|---|--|
| Beginning   | Early Intermediate   | Intermediate  | Early Advanced   | Advanced  | Grade 6   | Primary Citation   | Supporting Citation   |  |
| <input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure).             | <input type="checkbox"/> EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.                            | <input type="checkbox"/> use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.       | <input type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.                               | <input checked="" type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). | <input type="checkbox"/> A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text. | text by using their knowledge 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 read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and | Nefertiti, p. 6; Wole Sojinka, p. 6; Aung San Suu Kyi, p. 6; Gray Blanket, p. 6<br><br><b>A8-ELD</b><br>TG: Xuan Zang, p. 3<br><br><b>EA10-ELD</b><br>TG: Mary Leakey, p. 2; The Algonquin, p. 2; Fall of Tenochtitlán, p. 2; Europe, p. 2; Hatshepsut and Nefertiti, p. 2; Wole Sojinka, p. 2; Aung San Suu Kyi, p. 2; Gray Blanket, p. 2<br><br><b>A9-ELD</b><br>Climbing the |  |
| <input type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts. | <input type="checkbox"/> EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.   | <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. | <input checked="" type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials). |   |   |  |   |  |
| <input type="checkbox"/> B12. Point out text features, such as the title, table of contents, and chapter headings.            | <input 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 | <input type="checkbox"/> I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.               | <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g.,   |   |   |  |   |  |
| <input type="checkbox"/> B13. Use pictures, lists, charts, and tables found in informational materials,                       |  |   |  |   |   |  |   |  |

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| <input type="checkbox"/>            | Early Intermediate (EI) | X | <input type="checkbox"/>   | Advanced (A)        |  |
| X                                   | Intermediate (I)        |   | <input type="checkbox"/>   |                     |  |

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| Beginning  | Early Intermediate  | Intermediate  | Early<br>Advanced   | Advanced   | Grade 6  |  |                     |                        |
| <input type="checkbox"/> newspapers, and magazines to identify the factual components of compare-and-contrast patterns.<br><br><input type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts.<br><br><b>Literary Response and Analysis</b><br><br><input type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts.<br><br><input type="checkbox"/> B16. Identify orally different characters and settings in | <input type="checkbox"/> sentences.<br><br><input type="checkbox"/> EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.<br><br><input type="checkbox"/> EI14. Orally identify the factual components of simple informational materials by using key words or phrases.<br><br><b>Literary Response and Analysis</b><br><br><input type="checkbox"/> EI15. Respond orally to factual comprehension questions about | <input type="checkbox"/> I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines and books).<br><br><b>Literary Response and Analysis</b><br><br><input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.<br><br><input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to | <input type="checkbox"/> warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).<br><br><b>Literary Response and Analysis</b><br><br><input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.<br><br><input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using detailed sentences.<br><br><input type="checkbox"/> EA14. Describe the author's point of | <input type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).<br><br><input checked="" type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.<br><br><input checked="" type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).<br><br><input type="checkbox"/> A14. Compare and contrast the | <input type="checkbox"/> contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.<br><i>Structural Features of Informational Materials</i><br><input type="checkbox"/> 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.<br><input checked="" type="checkbox"/> 2.2 Analyze text that uses the compare-and-contrast organizational pattern.<br><i>Comprehension and</i> | Continents, p. 2; Congress and Parliament, p. 2; Simón Bolívar, p. 2; Introducing the Euro, p. 2; Turkey, p. 2; Ghana, p. 2; Lan Xang, p. 2; Xuan Zang, p. 2<br><br><b>A12-ELD</b><br>TG: Climbing the Continents, pp. 2, 3, 5; Congress and Parliament, pp. 2, 3, 5; Xuan Zang, pp. 2, 3, 5<br><br><b>A13-ELD</b><br>TG: Xuan Zang, p. 3<br><br><b>2.2-ELA</b><br>TG: Breakfast Around the World, |                     |                        |

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| <input type="checkbox"/> simple literary texts by using words or phrases.<br><br><input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and phrases.<br><br><input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.<br><br><input type="checkbox"/> B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, | <input type="checkbox"/> brief literary texts by answering in simple sentences.<br><br><input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences.<br><br><input type="checkbox"/> EI17. Read a selection and orally identify the speaker or narrator.<br><br><input type="checkbox"/> EI18. Identify the difference in points of view between first person and third person by using simple sentences.<br><br><input type="checkbox"/> EI19. Distinguish orally the | <input type="checkbox"/> factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay).<br><br><input type="checkbox"/> I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. | <input type="checkbox"/> view in literary text by using detailed sentences.<br><br><input type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences.<br><br><input type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences.<br><br><input type="checkbox"/> EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences. | <input type="checkbox"/> motivation and reactions of characters across a variety of literary texts.<br><br><input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved. | <input checked="" type="checkbox"/> <i>Analysis of Grade-Level-Appropriate Text</i><br>2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.<br><br><input checked="" type="checkbox"/> 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.<br><br><input type="checkbox"/> 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).<br><i>Expository Critique</i><br><input type="checkbox"/> 2.6 Determine the | pp. 2, 3, 6; The Algonquin, pp. 2, 3, 5; Hatshepsut and Nefertiti, pp. 2, 3, 5; Climbing the Continents, pp. 2, 3, 5; Congress and Parliament, pp. 2, 3, 5<br><br><b>2.3-ELA</b><br>TG: Samuel de Champlain, pp. 2, 3, 6; Life in the Sahara, pp. 2, 3, 5; Introducing the Euro, pp. 2, 3, 5<br><br><b>2.4-ELA</b><br>TG: The Khyber Pass, p. 3; Hatshepsut and Nefertiti, p. 3; Climbing the Continents, p. 3 |                     |                        |

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| <input type="checkbox"/> and poetry.<br>B20. Recite simple poems. | characteristics of different forms of fiction and poetry by using simple sentences.<br><br><input type="checkbox"/> EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character. |              | <input checked="" type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic. |          | <input type="checkbox"/> adequacy and appropriateness of the evidence for an author's conclusions.<br>2.7 Make reasonable assertions about a text through accurate, supporting citations.<br><br><input type="checkbox"/> 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.<br><br><input type="checkbox"/> <b>3.0 Literary Response and Analysis</b><br><br>Students read and respond to historically or culturally significant | <b>EA18-ELD</b><br>TG: Fall of Tenochtitlán, p. 3 |                        |  |

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|-------------------------------------|-------------------------|---|---|--|--|
| Publisher: Houghton Mifflin Company |                         |   | Program Title: Houghton Mifflin Social Studies Leveled Readers, Level 6 |  |  |
| ELD Proficiency Levels:             |                         |   | <b>FOR LEA USE ONLY</b><br>Designated Standards ELD and ELA #'s         |  |  |
|                                     | Beginning (B)           | X | Early Advanced (EA)   |  |  |
|                                     | Early Intermediate (EI) | X | Advanced (A)  |  |  |
| X                                   | Intermediate (I)        |   |   |  |  |

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

| Grades 6-8<br>ELD Reading Standards |                    |              |                   |          | ELA<br>Standards   |  | Primary<br>Citation | Supporting<br>Citation |
|-------------------------------------|--------------------|--------------|-------------------|----------|--|--|---------------------|------------------------|
| Beginning                           | Early Intermediate | Intermediate | Early<br>Advanced | Advanced | Grade 6  |  |                     |                        |
|                                     |                    |              |                   |          | <input type="checkbox"/> 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, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. <i>Structural Features of Literature</i> |  |                     |                        |
|                                     |                    |              |                   |          | <input type="checkbox"/> 3.1 Identify the forms of fiction and describe the major characteristics of   |  |                     |                        |

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 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
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|                                     |                         |   |  |  |  |
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|                                     | Beginning (B)           | X | Early Advanced (EA)  |  |  |
|                                     | Early Intermediate (EI) | X | Advanced (A)   |  |  |
| X                                   | Intermediate (I)        |   |  |  |  |

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| Grades 6-8<br>ELD Reading Standards |                    |              |                |          | ELA Standards   |   | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---|---|------------------|---------------------|
| Beginning                           | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 6   |   |                  |                     |
|                                     |                    |              |                |          | <input checked="" type="checkbox"/> each form.<br><i>Narrative Analysis of Grade-Level-Appropriate Text</i><br>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.<br><br><input type="checkbox"/> 3.3 Analyze the influence of setting on the problem and its resolution.<br><br><input type="checkbox"/> 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and | <b>3.2-ELA</b><br>TG: Discussion: Mary Leakey, p. 3; Hatshepsut and Nefertiti, p. 3; Wole Sojinka, p. 3 Xuan Zang, p. 3 |                  |                     |

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| X Intermediate (I)                  |   |  |  |

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| Grades 6-8<br>ELD Reading Standards |                    |              |                |          | ELA Standards   |  | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---|--|------------------|---------------------|
| Beginning                           | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 6   |  |                  |                     |
|                                     |                    |              |                |          | <input type="checkbox"/> rhyme.<br>3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).<br><input checked="" type="checkbox"/> 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.<br><input type="checkbox"/> 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.<br><i>Literary Criticism</i><br><input type="checkbox"/> 3.8 Critique the credibility of | <b>3.6-ELA</b><br>TG: Fall of Tenochtitlán, p. 3 |                  |                     |

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| Grades 6-8<br>ELD Reading Standards |  |                    |  |              |  | ELA Standards  |  | Primary Citation | Supporting Citation |  |  |         |
|-------------------------------------|--|--------------------|--|--------------|--|----------------|--|------------------|---------------------|--|--|---------|
| Beginning                           |  | Early Intermediate |  | Intermediate |  | Early Advanced |  |                  |                     | Advanced   |  | Grade 6 |
|                                     |  |                    |  |              |  |                |  |                  |                     | characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction). |  |         |

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