

Publisher: Cambridge University Press			Program Title: Vocabulary in Use Upper Intermediate with Answers and Vocabulary in Use Upper Intermediate without Answers		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
	Beginning (B)	X	Early Advanced (EA)		
	Early Intermediate (EI)		Advanced (A)		
X	Intermediate (I)				

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-12 ELD Reading Standards						ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10				
☐ Word Analysis ☐ B1. Recognize and correctly pronounce most English phonemes while reading aloud. ☐ B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). Fluency and Systematic Vocabulary Development ☐ B3. Recognize simple affixes (e.g.,	☐ Word Analysis ☐ EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. ☐ EI2. Use common English morphemes in oral and silent reading. ☐ EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.	☐ Word Analysis ☐ I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. ☐ 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 ☒ I3. Use a standard	☒ Word Analysis ☒ EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove, extend</i>). ☐ EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development ☐ EA3. Use	☐ Word Analysis ☐ A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. ☐ A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development ☐ A3. Recognize that some words have	☒ Reading ☒ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 1.2 Distinguish	☒ Reading ☒ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 1.2 Distinguish	☒ Reading ☒ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 1.2 Distinguish	☒ Reading ☒ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 1.2 Distinguish	☒ Reading ☒ 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 1.2 Distinguish

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☐	<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>).	☐	Fluency and Systematic Vocabulary Development	☐	dictionary to derive the meaning of unknown vocabulary.	☐	knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	☐	multiple meanings and apply this knowledge consistently in reading literature and texts in content areas	☐	between the denotative and connotative meanings of words and interpret the connotative power of 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).	<i>Use Upper Intermediate Student Book</i> Unit 5, pp. 10-11 Unit 6, pp. 12-13 Unit 7, pp. 14-15 Unit 74, 99.148-149 Unit 75, pp. 150-151 Unit 76, pp.152-153 Unit 77, pp. 154-155	
☐	B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	☐	EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.	☐	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.	☐	EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts.	☐	A4. Apply knowledge of academic and social vocabulary to achieve independent reading.	☐	2.0 Reading Comprehension (Focus on Informational Materials)		
☐	B5. Respond with appropriate short phrases or sentences in various social and academic settings	☐	EI5. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts.	☐	I5. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	☒	EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	☐	A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	☐			

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☐	(e.g., answer simple questions).	☐	EI7. Recognize that some words have multiple meanings and apply this knowledge to texts.		English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	☐	EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).		determine the meaning of unknown words.		Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary		
☐	B6. Use an English dictionary to find the meaning of simple known vocabulary.	☐	EI8. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	☐	17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.	☐	EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	☐	A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas.				
☐	B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	☐	EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.		18. Apply knowledge of text connectors to make inferences.	☐	EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	☐	A8. Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and				
☐	Reading Comprehension				Reading Comprehension								
☐	B8. Understand and follow simple multiple-step oral			☐	19. In detailed sentences identify orally two to three								

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☐	directions for classroom or work-related activities.	☐	EI10. Use a standard dictionary to find the meaning of unknown vocabulary.	☐	examples of how clarity of text is affected by the repetition of important ideas and by syntax.	☐	EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	☐	devices.	☐	literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.		
☐	B9. Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts.	☐	EI11. Use appropriate connectors (e.g., <i>first, then, after that, finally</i>) to sequence written text.	☐	I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text.	☐	Reading Comprehension	☐	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.	☐	<i>Structural Features of Informational Materials</i>		
☐	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.	☐	Reading Comprehension	☐	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.	☐	EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.	☐	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	☐	2.1 Analyze the structure and format of functional, workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.		
		☐	EI12. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.	☐	I12. Understand	☐	EA11. Analyze the structure and format of workplace documents and the			☐	2.2 Prepare a bibliography of		

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☐	B11. Point out text features, such as the title, table of contents, and chapter headings.	☐	EI13. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.		and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.	☐	way in which authors use structure and format to achieve their purposes.	☐	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.		reference materials for a report using a variety of consumer, workplace, and public documents. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
☐	B12. Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).	☐	EI14. Orally identify the features of simple excerpts of public documents by using key words or phrases.	☐	I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.	☐	EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).			☐	2.3 Generate relevant questions about readings on issues that can be researched.		
	Literary Response and Analysis	☐	EI15. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.	☐	I14. Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author	☐	EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.		Literary Response and Analysis	☐	2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to		
☐	B13. Identify orally the beginning, middle, and end of a simple literary text.							☐	A12. Describe the functions of dialogue, scene design, asides, and soliloquies in drama.				
☐	B14. Read a simple selection and orally	☐	EI16. In simple			☐	EA14. Analyze the						

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☐	identify the speaker or narrator.		sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).	☐	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.		features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).	☐	A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).	☐	demonstrate comprehension. 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.		
☐	B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences.	☐	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.		Literary Response and Analysis	☐	EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	☐	A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.	☐	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).		
☐	B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.		Literary Response and Analysis	☐	I16. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.	☐	EA16. Read and identify ways in which poets use personification,	☐	A15. Analyze the interaction between characters and subordinate characters in literary texts (e.g., motivations and reactions).	☐	2.7 Critique the logic of functional		
☐	B17. Recognize the difference in points of view between first person and third person by using phrases or simple sentences.	☐	EI18. Respond orally in simple sentences	☐	I17. Read text and								

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☐	B18. Recite simple poems	☐	to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).	☐	use detailed sentences to respond orally to factual comprehension questions about three forms of literature.	☐	figures of speech, imagery, and the “sound” of language.	☐	A16. Analyze recognized works of American literature and identify their genre to contrast major periods and trends.	☐	documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.		
		☐	EI19. Read literary texts and orally identify the main events of the plot by using simple sentences.	☐	I18. Read literary texts and use detailed sentences to describe orally the sequence of events.	☐	EA17. Identify the functions of dialogue, scene design, and asides in dramatic literature.	☐	A17. Relate the literary works of authors to the major themes and issues of their eras.		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,		
		☐	EI20. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.	☐	I19. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	☐	EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.						
		☐	EI21. Distinguish the characteristics of different forms of	☐	I20. Use detailed sentences to	☐	EA19. Identify recognized works of American literature and the genre to which they						

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		☐	dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.	☐	compare and contrast orally a similar theme or topic across three genres.	☐	belong to contrast major periods, themes, and trends.			☐	political speeches, primary source material).		
		☐	EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.	☐	I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.	☐	EA20. Identify recognized works of world literature and contrast the major literary forms and techniques.				3.0 Literary Response and Analysis		
		☐	EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	☐	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.	☐	EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres.				Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the		
				☐	I23. Use detailed	☐	EA22. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts						

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					sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.		(e.g., irony, tone, mood, “sound” of language).			☐	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).		
										☐	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		

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										☐ 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, dramatic monologue, and			

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										☐ 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			

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										☐ explain their appeal. ☐ 3.8 Interpret and evaluate the impact of ambiguities, subtleties, 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			

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Publisher: Cambridge University Press				Program Title: Vocabulary in Use Upper Intermediate with Answers and Vocabulary in Use Upper Intermediate without Answers			
ELD Proficiency Levels:				FOR LEA USE ONLY Designated Standards ELD and ELA #'s			
	Beginning (B)	X	Early Advanced (EA)				
	Early Intermediate (EI)		Advanced (A)				
X	Intermediate (I)						

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 9-12 ELD Reading Standards										ELA Standards			
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation	Supporting Citation
										☐ literature. <i>Literary Criticism</i> 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) ☐ 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)			

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