

Publisher: Great Source Education Group			Program Title: <i>ACCESS American History</i>		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
X	Beginning (B)	X	Early Advanced (EA)		
X	Early Intermediate (EI)	X	Advanced (A)		
X	Intermediate (I)				

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802 & SB1113 – Budget Act 2004-2005)

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6				
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	<input type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.	<input checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.	<input type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.	<input type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	<input type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i>	<input type="checkbox"/> 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	ELD Standard EI4, EI5, EI6, EI7, I1, I2, I5, I8, EA2, EA8, A7 & ELA Standard 1.3 PE, <i>ACCESS History</i> , Develop Language pp. 28-29, 40-41, 52-53, 64-65, 76-77, 88-89, 100-101, 112-113, 124-125, 136-137, 148-149, 160-161, 172-173, 184-185, 196-197, 208-209, 200-201, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293	<i>TE, ACCESS History</i> , Develop Language pp. 28-29, 40-41, 52-53, 64-65, 76-77, 88-89, 100-101, 112-113, 124-125, 136-137, 148-149, 160-161, 172-173, 184-185, 196-197, 208-209, 200-201, 232-	
<input type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	<input checked="" type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	<input checked="" type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	<input type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.					<input type="checkbox"/> 1.2 Create multiple-
<input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details.	<input type="checkbox"/> EI3. Create a draft of a paragraph by following an outline.	<input checked="" type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.	<input type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	<input type="checkbox"/> A3. Use appropriate language variations and genres in writing for language arts and other content areas.					
<input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.	<input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input type="checkbox"/> I4. Write responses to selected literature that exhibit	<input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language	<input type="checkbox"/> A4. Write pieces					
<input type="checkbox"/> B5. Write simple compositions, such as descriptions and	<input checked="" type="checkbox"/> EI5. Write expository								

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<input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input checked="" type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic. <input checked="" type="checkbox"/> EI7. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	<input checked="" type="checkbox"/> I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> I6. Write documents related to career development (e.g., business letter, job application). <input type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.	<input checked="" type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input checked="" type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input checked="" type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and	<input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input checked="" type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it. <input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to	<input type="checkbox"/> paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <input checked="" type="checkbox"/> 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climatic order. <i>Research and</i>	233, 244-245, 256-257, 268-269, 280-281, 292-293 SJ, <i>ACCESS History, Showing What I Know</i> , pp. 11, 15, 19, 23, 27, 31, 35, 39, 43, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103 ELD Standard EI6, I8, I9 & ELA Standard 1.4 PE, <i>ACCESS History</i> , pp. 81, 225 TE, <i>ACCESS History</i> , pp. 81, 225 SJ, <i>ACCESS History</i> , pp. 33, 81 ELD Standard I8, EA6 & ELA Standard 2.2 PE, <i>ACCESS History, Develop Language</i> pp. 28, 40, 52, 64, 76, 88,	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
	<input type="checkbox"/> EI8. Complete simple informational documents related to career development (e.g., bank forms and job applications).	<input checked="" type="checkbox"/> I8. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms (Some rules may not be followed.) <input type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input type="checkbox"/> EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience, and subject matter.	<input type="checkbox"/> A8. Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense). <input type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a	<input checked="" type="checkbox"/> <i>Technology</i> 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. <input type="checkbox"/> 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). <i>Evaluation and Revision</i> <input type="checkbox"/> 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs. <input type="checkbox"/> 2.0 Writing Applications (Genres and	100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 200, 232, 244, 256, 268, 280, 292 TE, <i>ACCESS History</i> , Develop Language pp. 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 200, 232, 244, 256, 268, 280, 292 SJ, <i>ACCESS History</i> , Showing What I Know, pp. 11, 15, 19, 23, 27, 31, 35, 39, 43, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103 ELD Standard 18, EA6 & ELA Standard 2.2 PE, <i>ACCESS History</i> , Skill Building, pp153,		

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				bibliography.	<p>Their Characteristics)</p> <p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p>	<p>273 TE, <i>ACCESS History, Skill Building</i>, pp. 153, 273 SJ, <i>ACCESS History, Skill Building</i>, pp. 57, 97</p> <p><u>ELD Standard 18, EA6 & ELA Standard 2.5</u> PE, <i>ACCESS History, Developing Language</i>, pp. 100, 304 TE, <i>ACCESS History, Developing Language</i>, pp. 100, 304 SJ, <i>ACCESS History, Showing What I Know</i>, pp. 39, 107</p> <p><u>ELD Standard 13, EA5, A6 & ELA Standard</u></p>	

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					<input checked="" type="checkbox"/> b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense). <input checked="" type="checkbox"/> 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. <input type="checkbox"/> 2.3 Write research reports:	WO1.0 Pupil's Edition, <i>ACCESS History</i> , Key Concepts pp. 18-21, 30-33, 42-45, 54-57, 66-69, 78-81, 90-93, 102-105, 114-117, 126-129, 138-141, 150-153, 162-165, 174-177, 186-189, 197-201, 210-213, 222-225, 234-237, 246-149, 258-261, 270-273, 282-284, 294-297 and Glossary, pp. 306-325 Teacher's Edition, <i>ACCESS History</i> , Key Concepts pp. 18-21, 30-33, 42-45, 54-57, 66-69 78-81, 90-93, 102-105, 114-117, 126-129, 138-141, 150-153, 162-165, 174-177, 186-189, 197-201, 210-213, 222-225, 234-237, 246-149, 258-261, 270-273, 282-284, 294-	

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					<input type="checkbox"/> a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. <input type="checkbox"/> 2.4 Write responses to literature. a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and	297 and Glossary, pp. T32-T36 ELD Standard I3, EA5, A6 & ELA Standard WO 1.0 PE, <i>ACCESS History</i> , Look and Read pp. 22-27, 34-40, 46-52, 58-63, 70-75, 82-87, 94-99, 106-111, 118-123, 130-135, 142-147, 154-159, 166-171, 178-183, 190-195, 202-206, 214-220, 226-232, 238-243, 250-255, 262-267, 274-277, 286-289, 298-303 and Glossary, pp. 306-325 TE, <i>ACCESS History</i> , Look and Read pp. 22-27, 34-40, 46-52, 58-63, 70-75, 82-87, 94-99, 106-111, 118-123, 130-135, 142-147, 154-159,	

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					<input checked="" type="checkbox"/> justify the interpretation through sustained use of examples and textual evidence. 2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments. Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for	166-171, 178-183, 190-195, 202-206, 214-220, 226-232, 238-243, 250-255, 262-267, 274-277, 286-289, 298-303 and Glossary, pp. T32-T36 ELD Standard EI4, I5 & ELA Standard WO 1.3 PE, <i>ACCESS History</i> , Grammar Spotlight, pp. 293 TE, <i>ACCESS History</i> , Grammar Spotlight, pp. 293 ELD Standard EI4, I5 & ELA Standard WO 1.5 PE, <i>ACCESS History</i> , Language Notes, pp. 47,178, 215, 250, 287 TE, <i>ACCESS History</i> , Language Notes, pp. 47,178, 215, 250, 287	

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										<p>listening and speaking because these conventions are essential to both sets of skills.</p> <p><input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p><input type="checkbox"/> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><i>Grammar</i></p> <p><input type="checkbox"/> 1.2 Identify and properly use indefinite pronouns</p>			

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										<p>and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p><i>Punctuation</i></p> <p><input checked="" type="checkbox"/> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p><i>Capitalization</i></p> <p><input type="checkbox"/> 1.4 Use correct capitalization.</p> <p><i>Spelling</i></p> <p><input checked="" type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., <i>their</i>, <i>they're</i>, <i>there</i>).</p>		

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