

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 7			
<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"/> B2. Create simple sentences or phrases with some assistance. <input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms. <input type="checkbox"/> B5. Write simple compositions, such as descriptions and	<input type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> EI3. Create a draft of a paragraph by following an outline. <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 checked="" type="checkbox"/> EI5. Write expository	<input checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <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"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts. <input type="checkbox"/> I4. Write responses to selected literature that exhibit	<input type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. <input checked="" type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <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"/> EA4. Use appropriate language variations and genres in writing for language	<input checked="" type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <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"/> A3. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> A4. Write pieces	<input type="checkbox"/> Writing <input type="checkbox"/> 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 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	<p>ELD Standard <u>EL4, EI5, EI6, EI7, I1, I2, I5, I8, EA2, EA8, A1, A7 & ELA Standard 1.2</u> PE, ACCESS <i>History, Developing Language</i>, pp. 64, 88, 100, 184, 196, 256, 292, 304 TE, ACCESS <i>History, Developing Language</i>, pp. 64, 88, 100, 184, 196, 256, 292, 304 SJ, ACCESS <i>History, Showing What I Know</i>, pp. 35, 39, 67, 71, 91, 107</p> <p>ELD Standard 18, EA6, EA8, A7 & ELA Standard 1.3 PE, ACCESS <i>History, Develop Language</i> pp. 28, 40, 52, 64, 76, 88,</p>		

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<input type="checkbox"/> comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input type="checkbox"/> compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input 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"/> understanding of the text, using detailed sentences and transitions. <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 type="checkbox"/> arts and other content areas. <input 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"/> related to career development (e.g., business letter, job application, letter of inquiry, memorandum). <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 checked="" type="checkbox"/> 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. <input checked="" type="checkbox"/> 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. <i>Research and Technology</i> <input type="checkbox"/> 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. <input type="checkbox"/> 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. <input type="checkbox"/> 1.6 Create	100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 200, 232, 244, 256, 268, 280, 292 TE, <i>ACCESS History, Develop Language</i> 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, 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 18, EA6 & ELA Standard 2.4 PE, <i>ACCESS History, Developing</i>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
	<input type="checkbox"/> E18. 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 type="checkbox"/> documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing	Language, pp. 100, 304 TE, <i>ACCESS History</i> , Developing Language, pp. 100, 304 SJ, <i>ACCESS History</i> , Showing What I Know, pp. 39, 107 ELD Standard 18, EA6 & ELA Standard 2.5 PE, <i>ACCESS History</i> , Develop Language, pp. 124, 220 TE, <i>ACCESS History</i> , Develop Language, pp. 124, 220 SJ, <i>ACCESS History</i> , Showing What I know, pp. 47, 79 ELD Standard 13, EA5, A6 & ELA Standard	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7		
				bibliography.	<input type="checkbox"/> 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 seven outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g.,	WO 1.0 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"/> dialogue; suspense: naming of specific narrative action, including movement, gestures, and expressions). <input type="checkbox"/> 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence. <input type="checkbox"/> 2.3 Write research reports: a. Pose relevant and tightly drawn questions about the topic.	297 and Glossary, pp. T32-T36 Student Activity Journal, <i>ACCESS History</i> , pp. 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,	

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					<input checked="" type="checkbox"/> b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries). d. Document reference sources by means of footnotes and a bibliography. <input checked="" type="checkbox"/> 2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-	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. T32-T36 ELD Standard <u> EI4, I5 &</u> ELA Standard WO 1.2 PE, <i>ACCESS History</i> , Grammar Spotlight, pp. 257 TE, <i>ACCESS History</i> , Grammar Spotlight, pp. 257 ELD Standard EI4, I5 & ELA Standard WO 1.4 PE, <i>ACCESS History</i> , Grammar Spotlight, pp. 29, 41, 53, 65, 77, 89, 101, 113, 125,	

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					<input checked="" type="checkbox"/> articulated evidence. c. Anticipate and address reader concerns and counterarguments. 2.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details. Written And Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions	137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305 TE, <i>ACCESS History</i> , Grammar Spotlight, pp. 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305	

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					<input checked="" type="checkbox"/> are essential to both sets of skills. 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Place modifiers properly and use the active voice. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input checked="" type="checkbox"/> 1.4 Demonstrate the			

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					mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference). <i>Punctuation</i> <input type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.			

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