

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 8			
<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 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 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"/>	Writing	<p>ELD Standard 18, EI7, EA6 & ELA Standard 1.1 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>ELD Standard 12, 13, EA2, EA3, A1 & ELA Standard 1.3 PE, <i>ACCESS History, Develop Language</i> 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-</p>	
<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 checked="" 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"/>	1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.		
<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 checked="" 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 checked="" type="checkbox"/>	1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.		
<input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.	<input 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 understanding of	<input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other	<input type="checkbox"/> A4. Write pieces related to career	<input type="checkbox"/>	1.2 Establish coherence within and		
<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and	<input checked="" type="checkbox"/> EI5. Write expository compositions, such				<input type="checkbox"/>			

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<input type="checkbox"/> 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"/> 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 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 type="checkbox"/> EI8. Complete simple	<input type="checkbox"/> the text, using detailed sentences and transitions. <input 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"/> I8. Use basic	<input checked="" type="checkbox"/> content areas. 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 type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of	<input type="checkbox"/> 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 type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and	<input checked="" type="checkbox"/> among paragraphs through effective transitions, parallel structures, and similar writing techniques. 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.4 Plan and conduct multiple-step information searches by using computer networks and modems. <input type="checkbox"/> 1.5 Achieve an effective balance between researched information and original ideas. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.6 Revise writing for word choice; appropriate	185, 196-197, 208-209, 200-201, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293 <i>TE, ACCESS History, Develop Language</i> 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>SJ, 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, 19 & ELA Standard 1.4 <i>PE, ACCESS</i>		

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	informational documents related to career development (e.g., bank forms and job applications).	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 checked="" 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 bibliography.	<input type="checkbox"/> organization; consistent point of view; and transitions between paragraphs, passages, and ideas. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive essays 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 eight outlined in Writing Standard 1.0,	<i>History</i> , pp. 81, 225 TE, <i>ACCESS History</i> , pp. 25, 26, 33, 64, 73, 76, 81, 84, 88, 109, 116, 148, 152, 158, 160, 166, 172, 184, 225, 287 SJ, <i>ACCESS History</i> , pp. 33, 81 <u>ELD Standard I8, EA6 & ELA Standard 2.4</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 <u>ELD Standard I3, EA5, A6 &</u>		

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					<input type="checkbox"/> students: 2.1 Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <input type="checkbox"/> 2.2 Write responses to literature: a. Exhibit careful reading and insight in their interpretations.	ELA Standard 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"/> b. Connect the student's own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge. 2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the	297 and Glossary, pp. T32-T36 ELD Standard I3, EA5, A6 & ELA Standard WO1.0 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, 166-171, 178-183,	

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					<input checked="" type="checkbox"/> nature and value of each. d. Organize and display information on charts, maps, and graphs. <input checked="" type="checkbox"/> 2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. <input type="checkbox"/> 2.5 Write documents related to career development,	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 EI5, 18, EA6, A2 & ELA Standard WO1.0 PE, <i>ACCESS History, Develop Language</i> , pp. 28, 76, 112, 136, 148, 196, 232, 256, 268, 280, 304 TE, <i>ACCESS History, Develop Language</i> , pp. 28, 76, 112, 136, 148, 196, 232, 256, 268, 280, 304	

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					<input type="checkbox"/> including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). <input type="checkbox"/> 2.6 Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid		

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					<p>comprehension.</p> <p>Written And Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for 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><input type="checkbox"/> <i>Sentence Structure</i> 1.1 Use correct and</p>		

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					<input type="checkbox"/> varied sentence types and sentence openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> <input type="checkbox"/> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> <input type="checkbox"/> 1.5 Use correct punctuation and capitalization. <i>Spelling</i>		

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										<input type="checkbox"/>	1.6 Use correct spelling conventions.		

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