

Publisher: Great Source Education Group		Program Title: <i>ACCESS English</i>	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. <input type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. Fluency and Systematic Vocabulary Development <input type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in	<input type="checkbox"/> Word Analysis EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). <input type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). Fluency and Systematic	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. <input type="checkbox"/> I2. Use common English morphemes in oral and silent reading. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input type="checkbox"/> I4. Use knowledge of English	<input type="checkbox"/> Word Analysis EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of	<input type="checkbox"/> Word Analysis A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input checked="" type="checkbox"/> A3. Recognize that	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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. <input type="checkbox"/> Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	ELD Standards EI3, EI4, A4, A6 & ELA Standard 1.0 Pupil's Edition (PE), <i>ACCESS English</i> , Key Concepts, pp. 26, 38, 50, 62, 82, 94, 106, 118, 138, 150, 162 174, 194, 206, 218, 230, 256, 268, 280, 292, 310, 322, 334, 346 and Glossary, pp. 356-371 Teacher's Edition (TE), <i>ACCESS English</i> , Key Concepts, pp. 26, 38, 50, 62, 82, 94, 106, 118, 138, 150, 162, 174, 194, 206, 218, 230, 256, 268, 280, 292, 310, 322, 334, 346 and Glossary, pp. T32-T35 Student Activity Journal (SJ),		

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

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<input type="checkbox"/> stories or games. <input type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action. <input type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases. <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to	<input checked="" type="checkbox"/> Vocabulary Development <input checked="" type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input type="checkbox"/> EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<input type="checkbox"/> morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text. <input type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<input checked="" type="checkbox"/> unfamiliar words. <input checked="" type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift</i> , <i>present/time</i>) in literature and texts in content areas. <input type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate</i> , <i>education</i>). <input type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.	<input type="checkbox"/> some words have multiple meanings and apply this knowledge consistently. <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> A5. Use common idioms, some analogies, and metaphors in discussion and reading. <input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.	<input type="checkbox"/> <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.2 Use word origins to determine the meaning of unknown words. <input type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. <input type="checkbox"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>). <input type="checkbox"/> 1.5 Understand and explain the figurative and metaphorical use of words in context. <input checked="" type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and	<i>ACCESS English, My Word List</i> , pp 10, 14, 18, 22, 30, 34, 38, 42, 50, 54, 58, 62, 70, 74, 78, 82, 90, 94, 98, 102, 110, 114, 118, 122, 126 ELD Standards EI3, EI4, A4, A6 & ELA Standard 1.0 PE, ACCESS English , pp. Look and Read, pp. 28-33, 40-45, 52-57, 64-69, 84-89, 96-101, 108-113, 120-125, 140-145, 152-157, 163-169, 176, 181, 196-201, 208-213, 220-225,		

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<input checked="" type="checkbox"/> communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). <input checked="" type="checkbox"/> Reading Comprehension <input type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. <input type="checkbox"/> B9. Orally identify the relationship between simple text read aloud	<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"/> EI7. Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository texts. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> EI8. Read and listen to simple stories and	<input type="checkbox"/> I7. Use content-related vocabulary in discussions and reading. <input type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). <input checked="" type="checkbox"/> Reading Comprehension <input checked="" type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”).	<input checked="" type="checkbox"/> EA6. Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> EA8. Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <input type="checkbox"/> EA9. Read aloud with appropriate	<input type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.	understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the 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 contemporary literature,		232-237, 258-263, 270-275, 282-287, 294-299, 312-317, 324-329, 336-341, 348-353 and Glossary, pp. 356-371 TE, <i>ACCESS English</i> , pp. Look and Read, pp. 28-33, 40-45, 52-57, 64-69, 84-89, 96-101, 108-113, 120-125, 140-145, 152-157, 163-169, 176-181, 196-201, 208-213, 220-225, 232-237, 258-263, 270-275, 282-287, 294-299, 312-317, 324-329, 336-341, 348-353 and Glossary, pp. T32-T35 SJ, <i>ACCESS English</i> , Key Details, pp. 12, 16, 20, 24, 32, 36, 40, 44, 52, 56, 60, 64, 72, 76, 80, 84, 92, 96, 100, 104, 112,	

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<input type="checkbox"/> and one's own experience by using key words and/or phrases. <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities. <input type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. <input type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud. <input checked="" type="checkbox"/> B13. Point out text features, such as	<input type="checkbox"/> demonstrate understand by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown"). <input type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences. <input checked="" type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities. <input type="checkbox"/> EI11. Orally identify, using	<input checked="" type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. <input type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships	<p> pacing, intonation, and expression increasingly complex narrative and expository texts.</p> <p><u>Reading Comprehension</u></p> <input checked="" type="checkbox"/> EA10. Describe the main ideas and supporting details of a text. <input type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text. <input type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.	<input type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. <input type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect. <input checked="" type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.	<input type="checkbox"/> magazines, newspapers, online information). In grade five, students make progress toward this goal. <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. <input type="checkbox"/> 2.2 Analyze text that is organized in sequential or chronological order. <input type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. <input type="checkbox"/> 2.4 Draw inferences, conclusions, or	116, 120, 124, 128 ELD Standard EA3, EA6, EA8 A3, A5 PE, <i>ACCESS English</i> , Language Notes, pp. 44-45, 112, 122, 209, 234-235, 294-295, 327 and Metaphor, pp.57 TE, <i>ACCESS English</i> , Language Notes, pp. 44-45, 112, 122, 209, 234-235, 294-295, 327 and Metaphor, pp. 57 ELD Standard EA7, EA14 PE, <i>ACCESS English</i> , Language Notes, pp. 28, 56, 66, 85, 101, 112, 142, 154, 169, 177, 197, 221, 261,		

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<input checked="" type="checkbox"/> the title, table of contents, and chapter headings. <input checked="" type="checkbox"/> Literary Response and Analysis B14. Listen to a story and respond orally in one or two words to factual comprehension questions. <input checked="" type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases. <input checked="" type="checkbox"/> B16. Distinguish between fiction and nonfiction by	<input type="checkbox"/> simple sentences, the basic sequence of events in text that one reads. <input type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text. <input type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings. <input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud.	<input type="checkbox"/> between text and one's own experiences. <input type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities. <input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect. <input checked="" type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> I15. Use expanded vocabulary and descriptive words	<input checked="" type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions. <input type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. <input checked="" type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. <input checked="" type="checkbox"/> EA16. Identify some significant	<input checked="" type="checkbox"/> Literary Response and Analysis A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction. <input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. <input type="checkbox"/> A15. Recognize and describe themes stated directly or implied in literary texts.	<input type="checkbox"/> generalizations about text and support them with textual evidence and prior knowledge. <i>Expository Critique</i> 2.5 Distinguish facts, supported inferences, and opinions in text. <input checked="" type="checkbox"/> 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between 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 read	272, 283, 313, 340, 352 TE, <i>ACCESS English</i> , pp. 28, 56, 66, 85, 101, 112, 142, 154, 169, 177, 197, 221, 261, 272, 283, 313, 340, 352 ELD Standard E13, EA7, A4 PE, <i>ACCESS English</i> , pp. 306 TE, <i>ACCESS English</i> , pp.306 SJ, <i>ACCESS English</i> , pp.109 ELD Standard B8, I9, A9, & ELA Standard 2.0 PE, <i>ACCESS English</i> ,		

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<input checked="" type="checkbox"/> giving one- or two-word oral responses. B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<input checked="" type="checkbox"/> Literary Response and Analysis EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. <input checked="" type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> <input checked="" type="checkbox"/> EI17. Recite simple poems. EI18. Describe orally in simple sentences the	<input checked="" type="checkbox"/> in paraphrasing oral and written responses to texts. I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	<input type="checkbox"/> structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. <input checked="" type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification). <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture. <input type="checkbox"/> EA19. Read a	<input checked="" type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input checked="" type="checkbox"/> by students. <i>Structural Features of Literature</i> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <input checked="" type="checkbox"/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input checked="" type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the	Look and Read, pp. 28-33, 40-45, 52-57, 64-69, 84-89, 96-101, 108-113, 120-125, 140-145, 152-157, 163-169, 176-181, 196-201, 208-213, 220-225, 232-237, 258-263, 270-275, 282-287, 294-299, 312-317, 324-329, 336-341, 348-353 TE, <i>ACCESS English</i> , Look and Read, pp. 28-33, 40-45, 52-57, 64-69, 84-89, 96-101, 108-113, 120-125, 140-145, 152-157, 163-169, 176-181, 196-201, 208-213, 220-225, 232-237, 258-263, 270-275, 282-287, 294-299, 312-317, 324-329, 336-341, 348-353		

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			<input checked="" type="checkbox"/> the plot and its resolution. <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-person points of view in a literary text.		characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	ELA Standard 2.0 PE, <i>ACCESS English</i> , Talk and Share Activities, pp. 28-33, 40-45, 52-57, 64-69, 84-89, 96-101, 108-113, 120-125, 140-145, 152-157, 163-169, 176-181, 196-201, 208-213, 220-225, 232-237, 258-263, 270-275, 282-287, 294-299, 312-317, 324-329, 336-341, 348-353 TE, <i>ACCESS English</i> , pp. 2833, 40-45, 52-57, 64-69, 84-89, 96-101, 108-113, 120-125, 140145, 152-157, 163-169, 176181, 196-201, 208-213, 220225, 232-237, 258-263, 270275, 282-287, 294-299, 312317, 324-329,		

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							336-341, 348-353 ELA Standard 2.0 PE, <i>ACCESS English</i> , pp. 148-159, 308-319 TE, <i>ACCESS English</i> , pp. 148-159, 308-319 SJ, <i>ACCESS English</i> , pp. 54-57, 110-113 ELD Standard I10, B13, EA13, EI13 & ELA Standard 2.0 PE, <i>ACCESS English</i> , pp. 194-196, 200 TE, <i>ACCESS English</i> , pp. 194-196, 200 SJ, <i>ACCESS English</i> , pp. 70-73 ELD Standard A12, EA15 & ELA Standard 2.0 PE, <i>ACCESS English</i> , pp. 139, 185 TE,	

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										Activities pp. 19-353 TE, <i>ACCESS English</i> , pp. 19-353 ELD Standard B16, EA16 & ELA Standard 2.0 PE, <i>ACCESS English</i> , Talk and Share Activities pp. 19-353 TE, <i>ACCESS English</i> , pp. 19-353 ELD Standard B16, EA16 & ELA Standard 2.0 PE, <i>ACCESS English</i> , Develop Language pp. 34, 46, 58, 78, 90, 102, 114, 134, 146, 158, 170, 190, 202, 214, 226, 252, 264, 276, 288, 306, 318, 330, 342 TE, <i>ACCESS English</i> , pp.	

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										ELA Standard 2.0 PE, <i>ACCESS English</i> , pp. 192-203, 308-319 TE, <i>ACCESS English</i> , pp. 192-203, 308-319 SJ, <i>ACCESS English</i> , pp. 73, 113	
										ELA Standard 2.0 PE, <i>ACCESS English</i> , pp. 148-159 TE, <i>ACCESS English</i> , pp. 148-159 SJ, <i>ACCESS English</i> , pp. 54-57	
										ELD Standard	

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

Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
										EA10, A9 PE, <i>ACCESS English</i> , Skill-building, pp. 27 and Develop Language pp. 34, 46, 58, 78, 90, 102, 114, 134, 146, 158, 170, 190, 202, 214, 226, 252, 264, 276, 288, 306, 318, 330, 342 TE, <i>ACCESS English</i> , pp. 27, 34, 46, 58, 78, 90, 102, 114, 134, 146, 158, 170, 190, 202, 214, 226, 252, 264, 276, 288, 306, 318, 330, 342 SJ, <i>ACCESS English</i> , Skill-building pp. 11 and Develop Language, pp. 13, 17, 21, 25, 33, 37, 41, 45, 53, 57, 61, 65, 73, 77, 81, 85, 93, 97, 101, 105, 113, 117, 121, 125, 129	

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 5
												<p>ELD Standard EA10, A9 SJ, <i>ACCESS English</i>, My Study Notes, pp. 12, 16, 20, 24, 32, 36, 40, 44, 52, 56, 60, 64, 72, 76, 80, 84, 92, 96, 100, 104, 112, 116, 120, 124, 128 SJ, <i>ACCESS English</i>, My Summary, pp. 13, 17, 21, 25, 33, 37, 41, 45, 53, 57, 61, 65, 73, 77, 81, 85, 93, 97, 101, 105, 113, 117, 121, 125, 129</p> <p>ELD Standard EA10, A9 PE, <i>ACCESS English</i>, pp. 4859 TE, <i>ACCESS English</i>, pp. 4859 SJ, <i>ACCESS English</i>, pp. 1821</p>

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Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							pp. 322-323 TE, <i>ACCESS English</i> , pp. 322-323 ELD Standard B14, EI15, I15 & ELA Standard 3.0 PE, <i>ACCESS English</i> , Talk and Share; Responding to Literature pp. 16-23, 72-79, 128-135, 184- 191, 240-253, 302-37 TE, <i>ACCESS English</i> , pp. 16-23, 72-79, 128- 135, 184-191, 240- 253, 302-37 SJ, <i>ACCESS English</i> , pp. 6-9, 26-29, 46-49, 66, 69, 86-89, 106-109 ELD Standard B15 & ELA Standard 3.0 PE, <i>ACCESS English</i> , pp. 254-263, 278-289 TE, <i>ACCESS English</i> ,	

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Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
										pp. 254-263, 278-289 SJ, <i>ACCESS English</i> , pp. 90-93, 98-101	
										ELD Standard B15 & ELA Standard 3.2 PE, <i>ACCESS English</i> , pp. 253, 254-263, 278-289 TE, <i>ACCESS English</i> , pp. 253, 254- 263, 278-289 SJ, <i>ACCESS English</i> , pp. 90 93, 98-101	
										ELD Standard EI16 & ELA Standard 3.0, 3.2 PE, <i>ACCESS English</i> ,	

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Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
										pp. 140143, 240-253, 254-265, 278-283, 288 TE, <i>ACCESS English</i> , pp. 140-143, 240-253, 254-265, 278-283, 288 SJ, <i>ACCESS English</i> , pp. 50-53, 86-89, 90-93, 98-101	
										ELD Standard EI19, A13, EA24 & ELA Standard 3.1 PE, <i>ACCESS English</i> , pp. 99, 129, 136-147 TE, <i>ACCESS English</i> , pp. 99, 129, 136-147	
										ELD Standard EI20,	

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Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
										EA20 & ELA Standard 3.0, 3.3 PE, <i>ACCESS English</i> , pp. 75, 77, 78-79, 245, 247, 248, 252-253, 265 TE, <i>ACCESS English</i> , pp. 75, 77, 78-79, 245, 247, 248, 252-253, 265 ELD Standard I16 & ELA Standard 3.0 PE, <i>ACCESS English</i> , Talk and Share; Responding to Literature pp. 16-23, 72-79, 128-135, 184-191, 240-253, 302-307, TE, <i>ACCESS English</i> , pp. 16-23, 72-79, 128-135, 184-191, 240-253, 302-37 SJ, <i>ACCESS English</i> , pp. 6-9, 26-29, 46-49, 66-69, 86-89, 106-109	

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Grades 3-5 ELD Reading						ELA Standards		Primary Citation	Supporting Citation			
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 5
												<p>ELD Standard EA17 & ELA Standard 3.5 PE, <i>ACCESS English</i>, pp. 17-23, 57, 73, 112, 129, 185, 241, 303 TE, <i>ACCESS English</i>, pp. 17-23, 57, 73, 112, 129, 185, 241, 303, SJ, <i>ACCESS English</i>, pp. 6-9, 27, 47, 67, 87, 107</p> <p>ELD Standard B15, EI16, EI18, EI20, EA20, EA23, A16 & ELA Standard 3.2, 3.3, 3.7 PE, <i>ACCESS English</i>, pp. 241, 252-253, 262-263 TE, <i>ACCESS English</i>, pp. 241, 252-253, 262-263 SJ, <i>ACCESS English</i>, pp. 86-89,</p>

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
										90-93	
										ELD Standard B15, EI16, EI18, EI20, EA20, EA23, A16 & ELA Standard 3.2, 3.3, 3.7 PE, ACCESS English, pp. 240-253, 254-265, 278-289 TE, ACCESS English, pp. 240-253, 254-265, 278-289 SJ, ACCESS English, pp. 86-89, 90-93, 98-101	

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												ELD Standard B17, EI19, A13 & ELA Standard 3.1 PE, <i>ACCESS, English</i> , pp. 16-23, 72-89, 254-265 TE, <i>ACCESS English</i> , pp. 16-23, 72-89, 254-265 SJ, <i>ACCESS English</i> , pp. 6-9, 26- 29, 86-89	
												ELD Standard EI16, EA23 & ELA	

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												Standard 3.2, 3.3 PE, <i>ACCESS English</i> , pp. 240-253, 254-265, 278-289 TE, <i>ACCESS English</i> , pp. 240-253, 254-265, 278-289 SJ, <i>ACCESS English</i> , pp. 86-89, 90-93, 98-101	

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