

Publisher: Great Source Education Group				Program Title: <i>ACCESS English</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 (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	
<input type="checkbox"/> Word Analysis <input type="checkbox"/> B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). <input type="checkbox"/> Fluency and Systematic Vocabulary Development	<input type="checkbox"/> Word Analysis <input type="checkbox"/> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input checked="" type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación, universidad, universidad</i>) in phrases, simple sentences, literature, and content area texts.	<input type="checkbox"/> Word Analysis <input type="checkbox"/> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> 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. <input checked="" type="checkbox"/> Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Use a standard	<input type="checkbox"/> Word Analysis <input type="checkbox"/> 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>). <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EA3. Use	<input type="checkbox"/> Word Analysis <input type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development <input type="checkbox"/> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <input type="checkbox"/> <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. <input type="checkbox"/> 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of	ELD Standards I3, EI6, EI10, EA6, A4, A6 & ELA Standard 1.0 <i>Pupil's Edition (PE), ACCESS English, Key Concepts</i> , 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 <i>Teacher's Edition (TE), ACCESS English, Key Concepts</i> , pp. 26,		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<input type="checkbox"/> B3. Recognize simple affixes (e.g., <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>). <input type="checkbox"/> B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input type="checkbox"/> B5. Respond with appropriate short phrases or sentences in	<input type="checkbox"/> Fluency and Systematic Vocabulary Development <input type="checkbox"/> EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. <input type="checkbox"/> EI5. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts. <input checked="" type="checkbox"/> EI6. Read simple paragraphs and passages	<input type="checkbox"/> dictionary to derive the meaning of unknown vocabulary. <input type="checkbox"/> 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. <input type="checkbox"/> I5. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. <input type="checkbox"/> I6. Demonstrate internalization of	<input type="checkbox"/> knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts. <input type="checkbox"/> EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.	<input checked="" type="checkbox"/> multiple meanings and apply this knowledge consistently in reading literature and texts in content areas <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. <input checked="" type="checkbox"/> A6. Use a standard dictionary to	<input type="checkbox"/> 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). 2.0 Reading Comprehension (Focus on Informational Materials) <input checked="" type="checkbox"/> Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in	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), <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		

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 9-10	
<input type="checkbox"/>	various social and academic settings (e.g., answer simple questions).	<input type="checkbox"/>	independently.	<input type="checkbox"/>	English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input checked="" type="checkbox"/>	EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	<input type="checkbox"/>	determine the meaning of unknown words.	<input type="checkbox"/>	<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 literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.	ELD Standards I3, EI6, EI10, EA6, A4, A6 & ELA Standard 1.0 PE, <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-	
<input type="checkbox"/>	B6. Use an English dictionary to find the meaning of simple known vocabulary.	<input type="checkbox"/>	EI7. Recognize that some words have multiple meanings and apply this knowledge to texts.	<input type="checkbox"/>	17. Use decoding skills and knowledge of both academic and social vocabulary to read independently.	<input type="checkbox"/>	EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<input checked="" type="checkbox"/>	Reading Comprehension A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas.	<input type="checkbox"/>	<i>Structural Features of Informational Materials</i> 2.1 Analyze the structure and format of functional, workplace documents, including		
<input type="checkbox"/>	B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	<input type="checkbox"/>	EI8. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	<input type="checkbox"/>	18. Apply knowledge of text connectors to make inferences.	<input type="checkbox"/>	EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.	<input type="checkbox"/>	A8. Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and	<input type="checkbox"/>			
<input checked="" type="checkbox"/>	Reading Comprehension B8. Understand	<input type="checkbox"/>	EI9. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.	<input type="checkbox"/>	Reading Comprehension 19. In detailed sentences identify	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
<input checked="" type="checkbox"/> and follow simple multiple-step oral directions for classroom or work-related activities. <input type="checkbox"/> B9. Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> EI10. Use a standard dictionary to find the meaning of unknown vocabulary. <input type="checkbox"/> EI11. Use appropriate connectors (e.g., <i>first, then, after that, finally</i>) to sequence written text. Reading Comprehension <input checked="" type="checkbox"/> EI12. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.	<input type="checkbox"/> orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax. <input checked="" type="checkbox"/> I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text. <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading Comprehension <input checked="" type="checkbox"/> EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA11. Analyze the structure and format of workplace	<input type="checkbox"/> devices. <input type="checkbox"/> 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. <input type="checkbox"/> 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	<input checked="" type="checkbox"/> the graphics and headers, and explain how authors use the features to achieve their purposes. 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input checked="" type="checkbox"/> 2.3 Generate relevant questions about readings on issues that can be researched. 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	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,		

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<input checked="" type="checkbox"/> phrases. <input type="checkbox"/> B11. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B12. Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> B13. Identify orally the beginning, middle, and end of a simple literary text.	<input type="checkbox"/> EI13. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI14. Orally identify the features of simple excerpts of public documents by using key words or phrases. <input checked="" type="checkbox"/> EI15. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.	<input type="checkbox"/> I12. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications. <input type="checkbox"/> I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences. <input type="checkbox"/> I14. Read workplace documents and orally identify the structure and format (e.g., graphics and	<input type="checkbox"/> documents and the way in which authors use structure and format to achieve their purposes. <input type="checkbox"/> EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography). <input type="checkbox"/> EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.	<input type="checkbox"/> the report. <input type="checkbox"/> 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. <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> A12. Describe the functions of dialogue, scene design, asides, and soliloquies in	<input type="checkbox"/> related topics to demonstrate comprehension. <input type="checkbox"/> 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. <input type="checkbox"/> 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). <input type="checkbox"/> <i>Expository Critique</i> <input type="checkbox"/> 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in	16, 20, 24, 32, 36, 40, 44, 52, 56, 60, 64, 72, 76, 80, 84, 92, 96, 100, 104, 112, 116, 120, 124, 128 ELD Standards I3, EI10, EA6, A6 PE, ACCESS English, 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-		

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<input checked="" type="checkbox"/> B14. Read a simple selection and orally identify the speaker or narrator. <input type="checkbox"/> B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences. <input checked="" type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. B17. Recognize the difference in points of view between first	<input type="checkbox"/> EI16. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers). <input type="checkbox"/> 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 <input checked="" type="checkbox"/> EI18. Respond	<input type="checkbox"/> headers) and give one brief example of how the author uses the feature to achieve his or her purpose. <input type="checkbox"/> 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. <input type="checkbox"/> Literary Response and Analysis <input checked="" type="checkbox"/> I16. Use expanded vocabulary and descriptive words in paraphrasing oral and written	<input type="checkbox"/> EA14. Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism).	<input type="checkbox"/> drama. <input checked="" type="checkbox"/> A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism). <input checked="" type="checkbox"/> A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic. <input checked="" type="checkbox"/> A15. Analyze the interaction between characters and subordinate characters in literary texts (e.g.,	<input type="checkbox"/> anticipation of possible reader misunderstandings. <input checked="" type="checkbox"/> 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, political speeches, primary source material). 3.0 Literary Response and Analysis <input checked="" type="checkbox"/> Students read and respond to historically or culturally significant	353 and Glossary, pp. 356-371 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, and Glossary, pp. T32-T35 SJ, <i>ACCESS English</i> , pp. 10-25, 30-45, 50-65,		

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	<input checked="" type="checkbox"/> of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables. <input checked="" type="checkbox"/> EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama. <input type="checkbox"/> EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	<input checked="" type="checkbox"/> I20. Use detailed sentences to compare and contrast orally a similar theme or topic across three genres. <input checked="" type="checkbox"/> I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. <input type="checkbox"/> 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	<input type="checkbox"/> recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends. <input checked="" type="checkbox"/> EA20. Identify recognized works of world literature and contrast the major literary forms and techniques. <input type="checkbox"/> EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres. <input type="checkbox"/> EA22. Identify techniques that		<input checked="" type="checkbox"/> 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 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,	270-275, 282-287, 294-299, 312-317, 324-329, 336-341, 348-353 TE, <i>ACCESS English</i> , 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 ELD Standards I11, I17, EI12, EI15, B10 & ELA		

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		monologue. I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.	have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).		<input type="checkbox"/>	dramatic monologue, and 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 explain their appeal. 3.8 Interpret and evaluate the impact of ambiguities, subtleties,	Standard 2.0 PE, <i>ACCESS English</i> , Explore the Reading, pp. 22, 78, 134, 190, 252, 306 TE, <i>ACCESS English</i> , pp. 22, 78, 134, 190, 252, 306 ELD Standard B10, I11 & 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,	
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					<input checked="" type="checkbox"/> 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 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	270-275, 282-287, 294-299, 312-317, 324-329, 336-341, 348-353 TE, <i>ACCESS English</i> , 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 ELD Standard B10 & ELA Standard 2.0		

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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 (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			
					<input checked="" type="checkbox"/>	which a work of literature is related to the themes and issues of its historical period. (Historical approach)	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	
					<input type="checkbox"/>		ELD Standard B11 & 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	
					<input checked="" type="checkbox"/>		ELD Standard B8, EI13 & ELA	

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X	Early Intermediate (EI)	X	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
										<input type="checkbox"/>	Standard 2.0, 2.6 PE, <i>ACCESS English</i> , pp. 308-319 TE, <i>ACCESS English</i> , pp. 308-319, SJ, <i>ACCESS English</i> , pp. 110-113 ELD Standard B10 & ELA Standard 2.0 PE, <i>ACCESS English</i> , pp. 308-319 TE, <i>ACCESS English</i> , pp. 308-319 SJ, <i>ACCESS English</i> , pp. 110-113 ELD Standard B10, I11 & ELA	
										<input type="checkbox"/>		
										<input type="checkbox"/>		

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
					<input type="checkbox"/>		Standard 2.0 PE, <i>ACCESS English</i> , Talk and Share Activities pp. 19-353 TE, <i>ACCESS English</i> , pp. 19-353 ELD Standards I11, B10 & 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. 34,	
					<input checked="" type="checkbox"/>			

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X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							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> , 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 ELD Standards I11, B10 & ELA Standard 2.0 PE, <i>ACCESS English</i>, Summary pp. 33, 45, 57, 77, 89, 101, 113, 133,	

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Grades 9-12 ELD Reading Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10	Primary Citation	Supporting Citation
											145, 157, 169, 189, 201, 213, 225, 251, 263, 275, 287, 305, 317, 329, 341 TE, <i>ACCESS English</i> , Summary and Assessment Sections, pp. 33, 45, 57, 77, 89, 101, 113, 133, 145, 157, 169, 189, 201, 213, 225, 251, 263, 275, 287, 305, 317, 329, 341 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,	

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X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							125, 129	
							ELD Standards 10, EI15, B9 & ELA Standards 2.0 <i>ACCESS English, Talk and Share Activities</i> pp. 19-353, TE, <i>ACCESS English</i> , pp. 19-353	
							ELD Standards 10, EI15, B9 & ELA Standards 2.0 <i>ACCESS English, Develop Language</i> pp. 34, 46, 58, 78, 90, 102, 114, 134, 146, 158, 170, 190, 202, 214,	

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X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation	Supporting Citation
												226, 252, 264, 276, 288, 306, 318, 330, 342 TE, <i>ACCESS English</i> , pp. 34, 46, 58, 78, 90, 102, 114, 134, 146, 158, 170, 190, 202, 214, 226, 252, 264, 276, 288, 306, 318, 330, 342	
												ELD Standard B10 & ELA Standards 2.0 <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,	

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X	Early Intermediate (EI)	X	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			
							113 ELD Standard B10 & ELA Standards 2.1 PE, <i>ACCESS English</i> , pp. 308-319 TE, <i>ACCESS English</i> , pp. 308-319 SJ, <i>ACCESS English</i> , pp. 110-113 ELD Standard B10, 111 PE, <i>ACCESS English</i> , pp. 128-135, 214, 320-331, 354 TE, <i>ACCESS English</i> , pp. 128-135, 214, 320-331, 354 SJ, <i>ACCESS</i>	

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X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							<i>English</i> , pp. 50-53, 77, 114-117, 125 ELD Standard B10, I11 PE, <i>ACCESS English</i> , pp. 151, 155 TE, <i>ACCESS English</i> , pp. 151, 155 SJ, <i>ACCESS English</i> , pp. 54-57 ELD Standard B10, I11 & ELA Standard 2.6 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	

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X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							ELD Standard B10 PE, <i>ACCESS English</i> , pp. 308-319 TE, <i>ACCESS English</i> , pp. 308-319 SJ, <i>ACCESS English</i> , pp. 110-113 ELD Standard B10, I11 & ELA Standard 2.7 PE, <i>ACCESS English</i> , pp. 92-103 TE, <i>ACCESS English</i> , pp. 92-103 SJ, <i>ACCESS English</i> , pp. 34-37	

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Grades 9-12 ELD Reading Standards						ELA Standards		Primary Citation	Supporting Citation	
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced
										ELD Standard EI12, EI18, I17 & 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 Standards EI20, EI22, I21, I22, A15 & ELA Standards 3.0,

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X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							3.3, 3.4 PE, <i>ACCESS English</i> , pp. 254-263, 278-289 TE, <i>ACCESS English</i> , pp. 254-263, 278-289 SJ, <i>ACCESS English</i> , pp. 90-93, 98-101 ELD Standard B17 & ELA Standard 3.0 PE, <i>ACCESS English</i> , pp. 265 TE, <i>ACCESS English</i> , pp. 265 ELD Standard EI19, EI20, I21 ELA Standard 3.0 PE, <i>ACCESS English</i> , pp. 140-143, 240-253,	

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X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							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 Standards EI20, B15, EI22, I21, I22, & ELA Standards 3.0, 3.3, 3.4 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	

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X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
										ELD Standards EA10, I19, A7 & 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 Standards B15, EI19, EI20, EI22, I21, I22, A15 & ELA	

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Grades 9-12 ELD Reading Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation	Supporting Citation
												Standard 3.0, 3.3, 3.4 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 ELD Standard EA21 & ELA Standard 3.0 PE, <i>ACCESS English</i> , pp. 16-23, 72-89, 254-265 TE, <i>ACCESS English</i> , pp. 16-23, 72-89, 254-265	

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Grades 9-12 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
							SJ, <i>ACCESS English</i> , pp. 6-9, 26-29, 86-89 ELD Standard EI19, EI20, I21 & ELA Standard 3.0 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 ELD Standard	

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X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards					ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10	Primary Citation	Supporting Citation
											EI19, EI20, I21 & ELA Standard 3.0 PE, <i>ACCESS English</i> , pp. 256-257, 261 TE, <i>ACCESS English</i> , pp. 256-257, 261 ELD Standards I20, EA19, A14, A17 & ELA Standards 3.0, 3.2, 3.5, 3.12 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, 90-93 ELA Standard	

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X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

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Grades 9-12 ELD Reading Standards						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10	Primary Citation	Supporting Citation
											3.7 PE, <i>ACCESS English</i> , pp. 184-191 TE, <i>ACCESS English</i> , pp. 184-191 SJ, <i>ACCESS English</i> , pp. 66-69	

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