

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

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

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	<input type="checkbox"/> EI1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.	<input checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.	<input checked="" 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 checked="" type="checkbox"/> 1.0 Writing Strategies	<b>Writing</b>	<b>ELD Standards I9, EA9, A9, I8, EA8, A7 I3, EA2, A2 &amp; ELA Standard 1.0</b>	<b>ELD Standards EA6, A1 &amp; ELA Standard 1.1</b>
<input type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input checked="" 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.		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.	PE, ACCESS English, pp. 216-227	PE, ACCESS English, Persuasive Writing, pp. 320-331
<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 checked="" type="checkbox"/> A3. Use appropriate language variations and genres in writing for language arts and other content areas.		Students progress through the stages of the writing process as needed.	TE, ACCESS English, pp. 216-227	TE, ACCESS English, Persuasive Writing, pp. 320-331
<input type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.	<input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input type="checkbox"/> I4. Write responses to selected literature that exhibit understanding of	<input checked="" type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other	<input checked="" type="checkbox"/> A4. Write pieces related to career		Organization and Focus	SJ, ACCESS English pp. 78-81	SJ, ACCESS English, Persuasive Writing, pp. 114-117
<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and	<input type="checkbox"/> EI5. Write expository compositions, such					1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	ELD Standards I2, EA6 & ELA Standard 1.0	
						1.2 Create multiple-paragraph expository	PE, ACCESS English, Writing an Expository Paragraph, pp. 160, 171	
							PE, ACCESS English, Writing an Expository Paragraph, pp. 160, 171	
							SJ, ACCESS English, Writing an Expository Paragraph, pp. 58-61	
							<b>ELD Standards</b>	

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<input checked="" type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation
<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 checked="" type="checkbox"/> 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 checked="" type="checkbox"/> I6. Write documents related to career development (e.g., business letter, job application).  <input checked="" 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.  <input checked="" type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry).  <input checked="" type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.  <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies.  <input checked="" type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and 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 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 structure drafts of clear, coherent, and	<input type="checkbox"/> compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <input checked="" type="checkbox"/> 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climatic order. <input checked="" type="checkbox"/> 1.4 Use	<b><u>I2, I8, EA8 &amp; ELA Standard 1.0</u></b> PE, ACCESS English, The Writing Process, pp. 36-47 TE, ACCESS English, The Writing Process, pp. 36-47 SJ, ACCESS English, The Writing Process, pp. 14- 17 <b>ELD Standards EA6, A1 &amp; ELA Standard 1.0</b> PE, ACCESS English, Persuasive Writing, pp. 320-331 TE, ACCESS English, Persuasive Writing, pp. 320-331 SJ, ACCESS English, Persuasive Writing, pp. 114-117

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<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	<b>Grade 6</b>	Primary Citation	Supporting Citation
	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.	standard grammatical forms.  <input checked="" 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 checked="" 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"/> organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. <input checked="" type="checkbox"/> 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). <i>Evaluation and Revision</i> <input checked="" type="checkbox"/> 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.  <input checked="" type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b>	<b>ELD Standards I6, EA4, EA5, A3, A4 &amp; ELA Standard 1.1</b> PE, <i>ACCESS English</i> , Writing Letters, pp. 332-343 TE, <i>ACCESS English</i> , Writing Letters, pp. 332-343 SJ, <i>ACCESS English</i> , Writing Letters, pp. 118-121 <b>ELD Standards I2, I3, I8, EA6, EA8, EA9, A1, A6 &amp; ELA Standard 1.2 a, b, c</b> PE, <i>ACCESS English</i> , Writing an Expository Paragraph, pp. 160- 171 PE, <i>ACCESS English</i> , Writing an Expository Paragraph, pp. 160- 171 SJ, <i>ACCESS</i>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character.	<i>English, Writing an Expository Paragraph</i> , pp. 58-61 <b>ELD Standards I1, I2, I8, EA8, A7 &amp; ELA Standard 1.3</b> PE, <i>ACCESS English, Ways of Organizing a Paragraph</i> , pp. 92-103 TE, <i>ACCESS English, Ways of Organizing a Paragraph</i> , pp. 92-103 SJ, <i>ACCESS English, Ways of Organizing a Paragraph</i> , pp. 34-37 <b>ELD Standards I9 &amp; ELA Standard 1.4</b> PE, <i>ACCESS English, Reading Graphics and Websites</i> , pp. 148-159 TE, <i>ACCESS</i>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> c. Use a range of narrative devices (e.g., dialogue, suspense). 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. <input checked="" type="checkbox"/> 2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered.	<i>English, Reading Graphics and Websites</i> , pp. 148-159 SJ, <i>ACCESS English, Reading Graphics and Websites</i> , pp. 54-57 <b>ELD Standards I6, I8, EA5, EA8, A4, A7 &amp; ELA Standard 1.5</b> PE, <i>ACCESS English, Writing Letters</i> , pp. 332-343 TE, <i>ACCESS English, Writing Letters</i> , pp. 332-343 SJ, <i>ACCESS English, Writing Letters</i> , pp. 118-121 <b>ELD Standards I8, EA8 &amp; ELA Standard 1.6</b> PE, <i>ACCESS English, The Writing Process</i> , pp. 38, 43	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. <input checked="" type="checkbox"/> 2.4 Write responses to literature. a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence. <input checked="" type="checkbox"/> 2.5 Write persuasive	TE, <i>ACCESS English</i> , The Writing Process, pp. 38, 43 <b>ELD Standards 18, EA8 &amp; ELA Standard 1.6</b> PE, <i>ACCESS English</i> , Skill Building pp. 175 TE, <i>ACCESS English</i> , Skill Building, pp. 175 SJ, <i>ACCESS English</i> , Skill Building, pp. 63 <b>ELD Standards 19, EA9, A9, 18, EA8, A7 13, EA2, A2 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i> , Writing Reports, pp. 216-227 TE, <i>ACCESS English</i> , Writing Reports, pp. 216-227 SJ, <i>ACCESS English</i> , Writing Reports, pp. 78-81	

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					<p>compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.</p> <p><b>Written And Oral English Language Conventions</b></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><b>ELD Standards I2, EA6 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i>, Writing an Expository Paragraph, pp. 160- 171 PE, <i>ACCESS English</i>, Writing an Expository Paragraph, pp. 160- 171 SJ, <i>ACCESS English</i>, Writing an Expository Paragraph, pp. 58-61</p> <p><b>ELD Standards I2, I8, EA8 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i>, The Writing Process, pp. 36-47 TE, <i>ACCESS English</i>, The Writing Process, pp. 36-47 SJ, <i>ACCESS English</i>, The Writing Process,</p>	
					<input checked="" type="checkbox"/> <b>1.0 Written and Oral English</b>		

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					<input checked="" type="checkbox"/> <b>Language Conventions</b> Students write and speak with a command of standard English conventions appropriate to this grade level. <b>Sentence Structure</b> <input checked="" type="checkbox"/> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <b>Grammar</b> <input checked="" type="checkbox"/> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. <b>Punctuation</b> <input checked="" type="checkbox"/> 1.3 Use colons after the salutation in	pp. 14- 17 <b>ELD Standards EA6, A1 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331 TE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331 SJ, <i>ACCESS English</i> , Persuasive Writing, pp. 114-117 <b>ELD Standards I2, EA6 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i> , Writing an Expository Paragraph, pp. 160- 171 PE, <i>ACCESS English</i> , Writing an Expository Paragraph, pp. 160- 171	

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					business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <input checked="" type="checkbox"/> <i>Capitalization</i> 1.4 Use correct capitalization. <input checked="" type="checkbox"/> <i>Spelling</i> 1.5 Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i> ).	SJ, <i>ACCESS English</i> , Writing an Expository Paragraph, pp. 58-61 <b>ELD Standards I2, I8, EA8 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i> , The Writing Process, pp. 36-47 TE, <i>ACCESS English</i> , The Writing Process, pp. 36-47 SJ, <i>ACCESS English</i> , The Writing Process, pp. 14- 17 <b>ELD Standards EA6, A1 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331 TE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-	

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						331 SJ, <i>ACCESS English, Persuasive Writing</i> , pp. 114-117 <b>ELD Standards I2, EA6 &amp; ELA Standard 2.2 a, b, c, d</b> PE, <i>ACCESS English, Writing an Expository Paragraph</i> , pp. 160- 171 PE, <i>ACCESS English, Writing an Expository Paragraph</i> , pp. 160- 171 <b>SJ, ACCESS English, Writing an Expository Paragraph</b> , pp. 58-61 <b>ELD Standards EA6, A1 &amp; ELA Standard 2.2 a, b, c, d</b> PE, <i>ACCESS English, Persuasive</i>	

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						Writing, pp. 320-331 TE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331 SJ, <i>ACCESS English</i> , Persuasive Writing, pp. 114-117 <b>ELD Standards I9, EA9, A9, I8, EA8, A7 I3, EA2, A2 &amp; ELA Standard 2.3 a, b, c</b> PE, <i>ACCESS English</i> , Writing Reports, pp. 216-227 TE, <i>ACCESS English</i> , Writing Reports, pp. 216-227 SJ, <i>ACCESS English</i> , Writing Reports, pp. 78-81 <b>ELD Standards I4, EA3, A5 &amp; ELA Standard 2.4 a, b,</b>	

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						<b>c</b> PE, <i>ACCESS English</i> , Theme Lessons, pp. 16-23, 72-79, 128-135, 184-191, 240-253, 302-307 TE, <i>ACCESS English</i> , Theme Lessons, pp. 16-23, 72-79, 128-135, 184-191, 240-253, 302-307 SJ, <i>ACCESS English</i> , Theme Lessons, pp. 6-9, 26-29, 46-49, 66-69, 86-89, 106-109 <b>ELD Standards EA6, A1 &amp; ELA Standard 2.5 a, b, c</b> PE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331 TE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331	

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**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		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						SJ, <i>ACCESS English, Persuasive Writing</i> , pp. 114-117 <b>ELD Standards EA6, A1 &amp; ELA Standard 2.5 a, b, c</b> PE, <i>ACCESS English, Develop Language</i> , pp. 330, 354 PE, <i>ACCESS English, Develop Language</i> , pp. 330, 354 SJ, <i>ACCESS English, Showing What I Know</i> , pp. 117, 125 <b>ELD Standards I9, EA9, A9, I8, EA8, A7 I3, EA2, A2 &amp; ELA Standard 1.0</b> PE, <i>ACCESS English, Writing Reports</i> , pp. 216-227 TE, <i>ACCESS English, Writing</i>	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).  
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).  
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Publisher: Great Source Education Group		Program Title: <i>ACCESS English</i>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
Beginning (B)	x	Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
x	Intermediate (I)		

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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Reports, pp. 216-227 SJ, <i>ACCESS English, Writing Reports</i> , pp. 78-81 <b>ELD Standards I2, I8, EA8 &amp; ELA Standard W/O 1.0</b> PE, <i>ACCESS English, The Writing Process</i> , pp. 36-47 TE, <i>ACCESS English, The Writing Process</i> , pp. 36-47 SJ, <i>ACCESS English, The Writing Process</i> , pp. 14- 17 <b>ELD Standards EA6, A1 &amp; ELA Standard W/O 1.0</b> PE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-331 TE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-	

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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						331 SJ, <i>ACCESS English</i> , Persuasive Writing, pp. 114-117 <b>ELD Standards I2, I8, EA8 &amp; ELA Standard W/O 1.0</b> PE, <i>ACCESS English</i> , The Writing Process, pp. 36-47 TE, <i>ACCESS English</i> , The Writing Process, pp. 36-47 SJ, <i>ACCESS English</i> , The Writing Process, pp. 14- 17 <b>ELD Standard E12, I5 &amp; ELA Standard W/O 1.2</b> PE, <i>ACCESS English</i> , Understanding Verbs, pp. 172-183 TE, <i>ACCESS English</i> , Understanding	

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Early Intermediate (EI)		Advanced (A)	
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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						Verbs, pp. 172-183 SJ, <i>ACCESS English</i> , Understanding Verbs, pp. 62-65 PE, <i>ACCESS English</i> , More About Verbs, pp. 228-239 TE, <i>ACCESS English</i> , More About Verbs, pp. 228-239 SJ, <i>ACCESS English</i> , More About Verbs, pp. 82-85 <b>ELD Standard I6, EA5, A4 &amp; ELA Standard W/O 1.3</b> PE, <i>ACCESS English</i> , Writing Letters, pp. 332-343 TE, <i>ACCESS English</i> , Writing Letters, pp. 332-343 SJ, <i>ACCESS English</i> , Writing Letters, pp. 118-	

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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						121 <b>ELD Standard EI4 &amp; ELA Standard W/O 1.4</b> <i>PE, ACCESS English, Look and Read, pp. 44, 65</i> <i>TE, ACCESS English, Look and Read, pp. 44, 65</i> <i>SJ, ACCESS English, Skill Building, 43</i> <b>ELD Standard &amp; ELA Standard W/O 1.5</b> <i>PE, ACCESS English, Language Notes, pp. 28, 66, 177, 221, 283, 340, 352</i> <i>TE, ACCESS English, Language Notes, pp. 28, 66, 177, 221, 283, 340, 352</i>	

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