

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 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 7			
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	<input type="checkbox"/> 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"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i>	<input checked="" type="checkbox"/> ELD Standards I9, EA9, A9, I8, EA8, A7 I3, EA2, A2 & ELA Standard 1.0 PE, ACCESS English, Writing Reports, pp. 216-227 TE, ACCESS English, Writing Reports, pp. 216-227 SJ, ACCESS English, Writing Reports, pp. 78-81 ELD Standards I2, EA6 & ELA Standard 1.0 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	<input checked="" type="checkbox"/> ELD Standards EA6, A1 & ELA Standard 1.0 PE, ACCESS English, Persuasive Writing, pp. 320-331 TE, ACCESS English, Persuasive Writing, pp. 320-331 SJ, ACCESS English, Persuasive Writing, pp. 114-117 ELD Standard I6, EA5, A4 & ELA Standard 1.6 PE, ACCESS English, Look and Read, pp. 334-340	
<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.	<input type="checkbox"/> 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.			
<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.	<input type="checkbox"/> 1.2 Support all			
<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 checked="" 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				<input checked="" type="checkbox"/> ELD Standards EA6, A1 & ELA Standard 2.4 a, b, c PE, ACCESS English, Develop Language, pp. 330, 354 PE, ACCESS English, Develop Language, pp. 330, 354
<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and	<input type="checkbox"/> EI5. Write expository compositions, such							

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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 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 type="checkbox"/> content areas. <input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input checked="" type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input checked="" type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of	<input type="checkbox"/> development (e.g., business letter, job application, letter of inquiry, memorandum). <input checked="" type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input checked="" type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it. <input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and	<input type="checkbox"/> statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. <input checked="" type="checkbox"/> 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. <input checked="" type="checkbox"/> 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. <input type="checkbox"/> 1.6 Create documents by using word-processing	Paragraph, pp. 58-61 ELD Standards I2, I8, EA8 & ELA Standard 1.0 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 ELD Standards I2, I3, I8, EA2, EA6, EA8, A1, A2, A6, A7 and ELA Standard 1.2 PE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-331 TE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-	SJ, <i>ACCESS English, Showing What I Know</i> , pp. 117, 125	

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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 checked="" type="checkbox"/> 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 checked="" type="checkbox"/> focused essays by using standard grammatical forms. <input checked="" 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 checked="" type="checkbox"/> skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. <i>Evaluation and Revision</i> <input checked="" type="checkbox"/> 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. <input checked="" type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American	331 SJ, <i>ACCESS English, Persuasive Writing</i> , pp. 114-117 ELD Standards I2, I3, I8, EA2, EA6, EA8, A1, A2, A6, A7 and ELA Standard 1.2 PE, <i>ACCESS English, Writing Reports</i> , pp. 216-227 TE, <i>ACCESS English, Writing Reports</i> , pp. 216-227 SJ, <i>ACCESS English, Writing Reports</i> , pp. 78-81 ELD Standard I8, EA8, A7 & ELA Standard 1.3 PE, <i>ACCESS English, Writing Reports</i> , pp. 216-227 TE, <i>ACCESS English, Writing Reports</i> , pp. 216-		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
					<input checked="" type="checkbox"/> English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade seven outlined in Writing Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense: naming of specific narrative action, including movement,	227 SJ, <i>ACCESS English</i> , Writing Reports, pp. 78-81 ELD Standard I8, EA8, A7 & ELA Standard 1.3 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 ELD Standard I8, EA8, A7 & ELA Standard 1.3 PE, <i>ACCESS English</i> , Develop Language, pp. 46 TE, <i>ACCESS English</i> , Develop Language, pp. 46 SJ, <i>ACCESS</i>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation	
					<input checked="" type="checkbox"/> gestures, and expressions). 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence. <input checked="" type="checkbox"/> 2.3 Write research reports: a. Pose relevant and tightly drawn questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence	<i>English, Showing What I Know</i> , pp. 17 ELD Standard I8, EA8, A7 & ELA Standard 1.3 PE, <i>ACCESS English, Writing Reports</i> , pp. 216-227 TE, <i>ACCESS English, Writing Reports</i> , pp. 216-227 SJ, <i>ACCESS English, Writing Reports</i> , pp. 78-81 ELD Standard I8, EA8, A7 & ELA Standard 1.3, 1.4 PE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-331 TE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-331 SJ, <i>ACCESS English,</i>		

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					<input checked="" type="checkbox"/> compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries). <input checked="" type="checkbox"/> d. Document reference sources by means of footnotes and a bibliography. <input checked="" type="checkbox"/> 2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments. <input checked="" type="checkbox"/> 2.5 Write summaries	Persuasive Writing, pp. 114-117 ELD Standard 18, EA8, A7 & ELA Standard 1.3 PE, <i>ACCESS English</i> , Develop Language, pp. 46 TE, <i>ACCESS English</i> , Develop Language, pp. 46 SJ, <i>ACCESS English</i> , Showing What I Know, pp. 17 ELD Standard 13, 19, EA2, EA9, A5, A9, & ELA Standard 1.4 PE, <i>ACCESS English</i> , 190, 281, 289, TE <i>ACCESS English</i> , pp. 190, 281, 289 ELD Standard 13, 19, EA2, EA9, A5, A9 & ELA Standard 1.5 PE, <i>ACCESS English</i> , Look and		

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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	Grade 7	Primary Citation	Supporting Citation
					<p>of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.</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>Read, pp. 225 TE, <i>ACCESS English</i>, Look and Read, pp. 225 SJ, <i>ACCESS English</i>, My Word List, pp. 78 ELD Standard I3, I9, EA2, EA9, A5, A9 & ELA Standard 1.5 PE, <i>ACCESS English</i>, Key Concepts, pp. 218 TE, <i>ACCESS English</i>, Key Concepts, pp. 218 ELD Standards I8, EA8, A7 & ELA Standard 1.6 PE, <i>ACCESS English</i>, Writing Tip, pp. 329 TE, <i>ACCESS English</i>, Writing Tip, pp. 329</p>	
					<p><input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions</p>	<p>TE, <i>ACCESS English</i>, Look and Read, pp. 334-340 ELD Standards I8, EA8, A7 and</p>	

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					<input checked="" type="checkbox"/> Students write and speak with a command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i> <input checked="" type="checkbox"/> 1.1 Place modifiers properly and use the active voice. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input checked="" type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	ELA Standard 1.7 PE, <i>ACCESS English</i> , Look and Read, pp. 43-44, 224, 274-275, 287 TE, <i>ACCESS English</i> , Look and Read, pp. 43-44, 224, 274-275, 287 SJ, <i>ACCESS English</i> , My Study Notes, pp. 16, 80, 96, 100 ELD Standards 1.1, 1.5, 1.7, EA1, A3, A8 & ELA Standard 2.1 a, b, c PE, <i>ACCESS English</i> , Writing a Narrative Paragraph, pp. 266-277 TE, <i>ACCESS English</i> , Writing a Narrative Paragraph, pp. 266-277 SJ, <i>ACCESS English</i> , Writing a Narrative Paragraph, pp.	

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					<input checked="" type="checkbox"/> <i>Punctuation</i> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <input checked="" type="checkbox"/> <i>Capitalization</i> 1.6 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	94-97 ELD Standards I1, I5, I7, EA1, EA7 A3, A8 & ELA Standard 2.1 a, b, c PE, <i>ACCESS English, Writing a Story</i> , pp. 278-286 TE, <i>ACCESS English, Writing a Story</i> , pp. 278-286 SJ, <i>ACCESS English, Writing a Story</i> , pp. 98-101 ELD Standards I4, EA3, A5 & ELA Standard 2.2 a, b, c PE, <i>ACCESS English, Theme Lessons</i> , pp. 16-23, 72-79, 128-135, 184-191, 240-253, 302-307 TE, <i>ACCESS English, Theme Lessons</i> , pp. 16-23, 72-79, 128-135, 184-191, 240-253, 302-307 SJ, <i>ACCESS</i>	

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						<i>English, Theme Lessons, pp. 6-9, 26-29, 46-49, 66-69, 86-89, 106-109</i> ELD Standards I9, EA9, A9, I8, EA8, A7 I3, EA2, A2 & ELA Standard 2.3 a, b, c, d <i>PE, ACCESS English, Writing Reports, pp. 216-227</i> <i>TE, ACCESS English, Writing Reports, pp. 216-227</i> <i>SJ, ACCESS English, Writing Reports, pp. 78-81</i> ELD Standards EA6, A1, & ELA Standard 2.4 a, b, c <i>PE, ACCESS English, Persuasive Writing, pp. 320-331</i>	

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						ELD Standards I4, EA3, A5 & ELA Standard 2.5 PE, <i>ACCESS English</i> , Develop Language, pp. 46, 158 TE, <i>ACCESS English</i> , Develop Language, pp. 46, 158 SJ, <i>ACCESS English</i> , My Summary, pp. 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 85, 89, 93, 97, 101, 105, 109, 113, 117, 121, 125 ELD Standards I2, EA6 & ELA Standard W/O 1.0 PE, <i>ACCESS English</i> , Writing an Expository Paragraph, pp. 160, 171 PE, <i>ACCESS English</i> , Writing an Expository	

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						Paragraph, pp. 160,171 SJ, <i>ACCESS English</i> , Writing an Expository Paragraph, pp. 58-61 ELD Standards I2, I8, EA8 & ELA Standard W/O 1.0 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 ELD Standards EA6, A1 & ELA Standard W/O 1.0 PE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331 TE, <i>ACCESS English</i> ,	

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x	Intermediate (I)		

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

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards	Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7		
						Persuasive Writing, pp. 320-331 SJ, <i>ACCESS English</i> , Persuasive Writing, pp. 114-117 ELD Standard E12, I5, EA4, A3 & ELA Standard W/O 1.1 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 ELD Standard E12 & ELA Standard W/O 1.2 PE, <i>ACCESS English</i> , More About Verbs, 228-239 TE, <i>ACCESS English</i> , More About Verbs, 228-239	

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 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:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
						SJ, <i>ACCESS English, More About Verbs</i> , 84 ELD Standard EI2, I5, EA4, A3 and ELA Standard W/O 1.3 PE, <i>ACCESS English, Understanding Sentences</i> , pp. 60-71 PE, <i>ACCESS English, Understanding Sentences</i> , pp. 60-71 SJ, <i>ACCESS English, Understanding Sentences</i> , pp. 22-25 ELD Standard EI2, I5, EA4, A3 and ELA Standard W/O 1.3 PE, <i>ACCESS English, Understanding Nouns</i> , pp. 116-127 TE, <i>ACCESS</i>	

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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation	
						<i>English, Understanding Nouns, pp. 116-127</i> SJ, <i>ACCESS English, Understanding Nouns, pp. 42-45</i> ELD Standard EI2, I5, EA4, A3 and ELA Standard W/O 1.3 PE, <i>ACCESS English, Understanding Verbs, pp. 172-18</i> TE, <i>ACCESS English, Understanding Verbs, pp. 172-18</i> SJ, <i>ACCESS English, Understanding Verbs, pp. 62-65</i> ELD Standard EI2, I5, EA4, A3 and ELA Standard W/O 1.3 PE, <i>ACCESS English, More About Verbs, pp. 228-239</i>		

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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
						PE, <i>ACCESS English, More About Verbs</i> , pp. 228-239 SJ, <i>ACCESS English, More About Verbs</i> , pp. 82-85 ELD Standard EI2, I5, EA4, A3 and ELA Standard W/O 1.3 PE, <i>ACCESS English, Understanding Adjectives and Adverbs</i> , pp. 290-301 PE, <i>ACCESS English, Understanding Adjectives and Adverbs</i> , pp. 290-301 PE, <i>ACCESS English, Understanding Adjectives and Adverbs</i> , pp. 102-105 ELD Standard EI2, I5, EA4, A3	

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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
						and ELA Standard W/O 1.3 PE, <i>ACCESS English, More Parts of Speech</i> , pp. 344-355 PE, <i>ACCESS English, More Parts of Speech</i> , pp. 344-355 PE, <i>ACCESS English, More Parts of Speech</i> , pp. 122-125 ELD Standard I5 & ELA Standard W/O 1.5 PE, <i>ACCESS English, Look and Read</i> , 69 PE, <i>ACCESS English, Look and Read</i> , 69 ELD Standard I5, I6, EA5 & ELA Standard W/O 1.5 PE, <i>ACCESS English, Writing Letters</i> , pp. 332-343 TE, <i>ACCESS English, Writing</i>	

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Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation	
						Letters, pp. 332-343 SJ, <i>ACCESS English, Writing Letters</i> , pp. 118-121 ELD Standard EI4 & ELA & Standard W/O 1.6 PE, <i>ACCESS English, Look and Read</i> , pp. 44, 65 TE, <i>ACCESS English, Look and Read</i> , pp. 44, 65 SJ, <i>ACCESS English, Skill Building</i> , 43		

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