

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	
<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		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
<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"/> <b>Writing Strategies</b> Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input checked="" type="checkbox"/> 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. <input checked="" type="checkbox"/> 1.2 Establish coherence within and	<b>ELD Standards I9, EA9, A9, I8, EA8, A7 I3, EA2, A2 &amp; ELA Standard 1.0</b> PE, ACCESS English, Writing Reports, pp. 216-227 TE, ACCESS English, Writing Reports, pp. 216-227 SJ, ACCESS English, Writing Reports, pp. 78-81 <b>ELD Standards I2, EA6 &amp; ELA Standard 1.0</b> 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	<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 <b>ELD Standards I8, EA8, A7 and ELA Standard 1.6</b> PE, ACCESS English, Look and Read, pp. 43-44, 224, 274-275, 287 TE, ACCESS English, Look and Read, pp. 43-44, 224, 274-275, 287 SJ, ACCESS English, My Study Notes, pp. 16, 80, 96, 100 <b>ELD Standards B5, I1, I5 &amp; ELA Standard W/O 1.4</b> PE, ACCESS English, Check Your
<input type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	<input checked="" type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	<input checked="" type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	<input checked="" type="checkbox"/> A2. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing.			
<input type="checkbox"/> 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"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.	<input type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input checked="" type="checkbox"/> I4. Write responses to selected literature that exhibit understanding of	<input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other	<input checked="" type="checkbox"/> A4. Write pieces related to career			
<input checked="" type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and	<input type="checkbox"/> EI5. Write expository compositions, such						

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Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input checked="" 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"/> 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"/> 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	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	among paragraphs through effective transitions, parallel structures, and similar writing techniques.  <input checked="" type="checkbox"/> 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.  <input type="checkbox"/> 1.5 Achieve an effective balance between researched information and original ideas. <i>Evaluation and Revision</i> <input checked="" type="checkbox"/> 1.6 Revise writing for word choice; appropriate	Paragraph, pp. 58-61 <b>ELD Standards 12, 18, EA8 &amp; ELA Standard 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 12, 13, 18, EA2, EA6, EA8, A1, A2, A6, A7 and ELA Standard 1.1</b> PE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-331 TE, <i>ACCESS English, Persuasive Writing</i> , pp. 320-	Writing, pp. 46, 70, 90, 126, 146, 170, 182, 214, 264, 288, 318, 330, 342 PE, <i>ACCESS English, Check Your Writing</i> , pp. 46, 70, 90, 126, 146, 170, 182, 214, 264, 288, 318, 330, 342	

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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"/> 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 checked="" type="checkbox"/> 2.0 <b>Writing Applications (Genres and Their Characteristics)</b>  Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade eight outlined in Writing Standard 1.0,	organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	331 SJ, <i>ACCESS English, Persuasive Writing</i> , pp. 114-117 <b>ELD Standard I2 &amp; ELA Standard 1.2</b> PE, <i>ACCESS English, Ways of Organizing Paragraphs</i> , pp. 92-103 TE, <i>ACCESS English, Ways of Organizing Paragraphs</i> , pp. 92-103 SJ, <i>ACCESS English, Ways of Organizing Paragraphs</i> , pp. 34-37 <b>ELD Standard I8, EA8, A7 &amp; ELA Standard 1.2</b> PE, <i>ACCESS English, Look and Read</i> , 222-223, 261, 272-273, 283, 286	

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					<input checked="" type="checkbox"/> students: 2.1 Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).  <input checked="" type="checkbox"/> 2.2 Write responses to literature: a. Exhibit careful reading and insight in their interpretations.	TE, <i>ACCESS English</i> , Look and Read, 222-223, 261, 272-273, 283, 286 SJ, <i>ACCESS English</i> , Showing What I Know, pp. 101, 59 <b>ELD Standard I2, EA2, A6 &amp; ELA Standard 1.3</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 Standard I2, EA2, A6 &amp; ELA Standard 1.3</b> PE, <i>ACCESS English</i> , Talk and	

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					<input checked="" type="checkbox"/> b. Connect the student's own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge. 2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the	Explore, pp. 162-163 PE, <i>ACCESS English</i> , Talk and Explore, pp. 162-163 SJ, <i>ACCESS English</i> , My Word List, pp. 58 <b>ELD Standard EI6 &amp; ELA Standard 1.4</b> PE, <i>ACCESS English</i> , Reading Graphics and Websites, pp. 148-159 TE, <i>ACCESS English</i> , Reading Graphics and Websites, pp. 148-159 SJ, <i>ACCESS English</i> , Reading Graphics and Websites, pp. 54-58 <b>ELD Standard EI6, I9, EA9, A9 &amp; ELA Standard 1.4</b> PE, <i>ACCESS English</i> , Talk and	

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					<input checked="" type="checkbox"/> nature and value of each. d. Organize and display information on charts, maps, and graphs. <input checked="" type="checkbox"/> 2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. <input checked="" type="checkbox"/> 2.5 Write documents related to career development,	Explore, pp. 218-219 PE, <i>ACCESS English</i> , Talk and Explore, pp. 218-219 SJ, <i>ACCESS English</i> , My Word List, pp. 78  <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 <b>ELD Standards 12, EA6 &amp; ELA Standard 2.0</b> PE, <i>ACCESS English</i> , Writing an Expository	

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

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					<p>comprehension.</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><input checked="" type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i></p> <p><input checked="" type="checkbox"/> 1.1 Use correct and</p>	<p>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 I1, I5, I7, EA1, A3, A8 &amp; ELA Standard 2.1 a, b, c</b> 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.</p>	

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					<input type="checkbox"/> varied sentence types and sentence openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <input checked="" type="checkbox"/> <i>Grammar</i> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> <input checked="" type="checkbox"/> 1.5 Use correct punctuation and capitalization. <i>Spelling</i>	94-97 <b>ELD Standards I1, I5, I7, EA1, EA7 A3, A8 &amp; ELA Standard 2.1 a, b, c</b> 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 <b>ELD Standards I4, EA3, A5 &amp; ELA Standard 2.2 a, b, c</b> 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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					<input checked="" type="checkbox"/> 1.6 Use correct spelling conventions.	<i>English</i> , Theme Lessons, pp. 6-9, 26-29, 46-49, 66-69, 86-89, 106-109 <b>ELD Standards I9, EA9, A9, I8, EA8, A7 I3, EA2, A2 &amp; ELA Standard 2.3 a, b, c, d</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 EA6, A1 &amp; ELA Standard 2.4 a, b, c</b> PE, <i>ACCESS English</i> , Persuasive Writing, pp. 320-331 TE, <i>ACCESS English</i> ,	

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						Persuasive Writing, pp. 320-331 SJ, <i>ACCESS English</i> , Persuasive Writing, pp. 114-117 <b>ELD Standards EA6, A1 &amp; ELA Standard 2.4 a, b, c</b> PE, <i>ACCESS English</i> , Develop Language, pp. 330, 354 PE, <i>ACCESS English</i> , Develop Language, pp. 330, 354 SJ, <i>ACCESS English</i> , Showing What I Know, pp. 117, 125 <b>ELD Standard I6, EA5, A4 &amp; ELA Standard 2.5</b> PE, <i>ACCESS English</i> , Writing Letters, pp. 332-343 TE, <i>ACCESS</i>		

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						<i>English, Writing Letters</i> , pp. 332-343 SJ, <i>ACCESS English, Writing Letters</i> , pp. 118-121 <b>ELD Standards I2, EA6 &amp; ELA Standard W/O 1.0</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 SJ, <i>ACCESS English, Writing an Expository Paragraph</i> , pp. 58-61 <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	

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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)				

**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 8	Primary Citation	Supporting Citation
						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. 320-331 SJ, <i>ACCESS English, Persuasive Writing</i> , pp. 114-117 <u>ELD Standards I5, A3, I7, &amp; ELA Standard W/O 1.1</u> PE, <i>ACCESS English, Descriptive</i>	

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						Paragraphs, 104-115 TE, <i>ACCESS English</i> , Descriptive Paragraphs, 104-115 SJ, <i>ACCESS English</i> , Descriptive Paragraphs, 38-41 <u>ELD Standards I5, A3 &amp; ELA Standard W/O 1.1</u> PE, <i>ACCESS English</i> , Understanding Sentences, pp. 60-71 PE, <i>ACCESS English</i> , Understanding Sentences, pp. 60-71 SJ, <i>ACCESS English</i> , Understanding Sentences, pp. 22-25 <b>ELD Standards I8, EA8, A7 and ELA Standard</b>	

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						<b>W/O 1.4</b> 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  <b>ELD Standards 15 &amp; ELA Standard W/O 1.5</b> PE, <i>ACCESS English</i> , Talk and Explore, pp. 118-119 PE, <i>ACCESS English</i> , Talk and Explore, pp. 118-119  <b>ELD Standards 15 &amp; ELA Standard W/O 1.5</b> PE, <i>ACCESS English</i> , Look and Read, pp. 44, 65 TE, <i>ACCESS</i>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
						<i>English, Look and Read, pp. 44, 65 SJ, ACCESS English, Skill Building, 43</i>  <b>ELD Standard 15, &amp; ELA Standard 1.6</b> <i>PE, ACCESS English, 59, 183, 301, TE ACCESS pp. 59, 183, 301</i>	

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