

Publisher: Great Source Education Group		Program Title: <i>ACCESS Newcomers</i>	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> 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 (AB1802 & SB1113 – Budget Act 2004-2005)**

Grades 3-5 ELD Reading					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> B1. Recognize English phonemes that correspond to phonemes students already hear and produce. While reading aloud. <input checked="" type="checkbox"/> B2. Recognize sound/symbol relationships in one's own writing. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games. <input checked="" type="checkbox"/> B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input checked="" type="checkbox"/> B5. Demonstrate comprehension of simple vocabulary with an appropriate action.	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). <input checked="" type="checkbox"/> EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> EI3. Apply knowledge of content-related vocabulary to discussions and reading. <input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input checked="" type="checkbox"/> EI5. Use	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> I1. Pronounce most English phonemes correctly while reading aloud. <input checked="" type="checkbox"/> I2. Use common English morphemes in oral and silent reading. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> I3. Create a simple dictionary of frequently used words. <input checked="" type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text. <input checked="" type="checkbox"/> I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input checked="" type="checkbox"/> EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. <input type="checkbox"/> EA3. Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i> ) in literature and texts in content areas. <input checked="" type="checkbox"/> EA4. Use some common root words and affixes when they are attached to known	<input checked="" type="checkbox"/> <b>Word Analysis</b> <input checked="" type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> A2. Apply knowledge of common root words and affixes when they are attached to known vocabulary. <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently. <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> A5. Use common idioms, some	<input checked="" type="checkbox"/> <b>Reading</b> <input checked="" type="checkbox"/> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <input checked="" type="checkbox"/> <i>Word Recognition</i> 1.1 Read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.2 Use word origins to determine the meaning of unknown words. <input checked="" type="checkbox"/> 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. <input type="checkbox"/> 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ). <input checked="" type="checkbox"/> 1.5 Understand and	<b>ELD Standards B1, EI1, I1 &amp; ELA Standard 1.0</b> Student Practice Worksheets, <i>ACCESS Newcomers</i> , A-L; Teacher's Edition (TE), <i>ACCESS Newcomers</i> , Program Resources, pp. 13-35  <b>ELD Standard B2 &amp; ELA Standard 1.0</b> Student Practice Worksheets, <i>ACCESS Newcomers</i> , A-L; TE, <i>ACCESS Newcomers</i> , Program Resources, pp. 13-35  <b>ELD Standard B2 &amp; ELA Standard 1.0</b> Pupil's Edition (PE), <i>ACCESS Newcomers</i> , Say and Write pp. 12-35, Read and Write, pp. 38-257	<b>ELD Standard B7 &amp; ELA Standard 1.0</b> PE, <i>ACCESS, Newcomers</i> , Look and Explore, Listen and Talk, pp. 12-257; TE, <i>ACCESS, Newcomers</i> , Look and Explore, Listen and Talk, pp. 12-257

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<input checked="" type="checkbox"/> B6. Retell simple stories by using drawings, words, or phrases.  <input checked="" 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).  <u>Reading Comprehension</u> <input checked="" type="checkbox"/> B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions.  <input checked="" type="checkbox"/> B9. Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.  <input checked="" type="checkbox"/> B10. Understand and follow simple one-step directions for classroom	knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.  <input checked="" type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  <input type="checkbox"/> EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts.  <u>Reading Comprehension</u> <input checked="" type="checkbox"/> EI8. Read and listen to simple stories and demonstrate understand by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown").	<input checked="" type="checkbox"/> I6. Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.  <input checked="" type="checkbox"/> I7. Use content-related vocabulary in discussions and reading.  <input type="checkbox"/> I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i> ).  <u>Reading Comprehension</u> <input checked="" type="checkbox"/> I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., "The brown bear lives with his family in the forest").  <input checked="" type="checkbox"/> I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and	vocabulary (e.g., <i>educate, education</i> ).  <input checked="" type="checkbox"/> EA5. Use a standard dictionary to find the meaning of known vocabulary.  <input type="checkbox"/> EA6. Recognize simple analogies (e.g., "fly like a bird") and metaphors used in literature and texts in content areas.  <input checked="" type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  <input checked="" type="checkbox"/> EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading.  <input checked="" type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.	analogies, and metaphors in discussion and reading.  <input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.  <input checked="" type="checkbox"/> A7. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.  <u>Reading Comprehension</u> <input type="checkbox"/> A8. Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.  <input checked="" type="checkbox"/> A9. Describe main ideas and supporting details, including supporting evidence.  <input checked="" type="checkbox"/> A10. Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information	<input checked="" type="checkbox"/> explain the figurative and metaphorical use of words in context.  <input checked="" type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b> Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal. <i>Structural Features of Informational Materials</i> <input checked="" type="checkbox"/> 2.1 Understand how text features (e.g., format,	<u>ELD Standards EI2, I2 &amp; ELA Standard 1.0</u> Student Practice Worksheets, <i>ACCESS Newcomers</i> , A-108; TE, <i>ACCESS Newcomers</i> , Program Resources, pp. 13-35  <u>ELD Standard I3 &amp; ELA Standard 1.0</u> TE, <i>ACCESS Newcomers</i> , Word Tile Activities, Activities, pp.39, 42, 44, 47-257  <u>ELD Standards EA1, A1 &amp; ELA Standards 1.0</u> Student Practice Worksheets, <i>ACCESS Newcomers</i> , 1-108 (Words 11-20 and Word Tile Activities)  <u>ELD Standard EI3 &amp; ELA Standard 1.0</u> PE, <i>ACCESS Newcomers</i> , Big Idea, Look and Explore, Listen and Talk,		

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<p>activities.</p> <p><input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p> <p><input checked="" type="checkbox"/> B12. Identify, using key words and /or phrases, the main idea in a story read aloud.</p> <p><input checked="" type="checkbox"/> B13. Point out text features, such as the title, table of contents, and chapter headings.</p> <p><b><u>Literary Response and Analysis</u></b></p> <p><input checked="" type="checkbox"/> B14. Listen to a story and respond orally in one or two words to factual comprehension questions.</p> <p><input checked="" type="checkbox"/> B15. Identify orally different characters and settings in simple literary texts by using words or phrases.</p> <p><input type="checkbox"/> B16. Distinguish between fiction and nonfiction by giving one- or two- word</p>	<p><input checked="" type="checkbox"/> EI9. Read and orally identify relationships between written text and one's own experience by using simple sentences.</p> <p><input checked="" type="checkbox"/> EI10. Understand and follow simple two-step directions for classroom activities.</p> <p><input checked="" type="checkbox"/> EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads.</p> <p><input checked="" type="checkbox"/> EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.</p> <p><input checked="" type="checkbox"/> EI13. Read and identify basic text features such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> EI14. Orally identify examples of fact and opinion in familiar texts read aloud.</p>	<p>indexes in written texts.</p> <p><input checked="" type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.</p> <p><input checked="" type="checkbox"/> I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.</p> <p><input checked="" type="checkbox"/> I13. Understand and follow some multiple-step directions for classroom-related activities.</p> <p><input type="checkbox"/> I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</p> <p><b><u>Literary Response and Analysis</u></b></p> <p><input type="checkbox"/> I15. Use expanded vocabulary and descriptive words in</p>	<p><b><u>Reading Comprehension</u></b></p> <p><input checked="" type="checkbox"/> EA10. Describe the main ideas and supporting details of a text.</p> <p><input checked="" type="checkbox"/> EA11. Generate and respond to the comprehension questions related to the text.</p> <p><input checked="" type="checkbox"/> EA12. Describe relationships between the text and one's personal experience.</p> <p><input checked="" type="checkbox"/> EA13. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.</p> <p><input checked="" type="checkbox"/> EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.</p> <p><input type="checkbox"/> EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</p>	<p>from text.</p> <p><input type="checkbox"/> A11. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order and cause and effect.</p> <p><input type="checkbox"/> A12. Distinguish fact from opinion and inference and cause from effect in text.</p> <p><b><u>Literary Response and Analysis</u></b></p> <p><input type="checkbox"/> A13. Describe the major characteristics of poetry, drama, fiction, and nonfiction.</p> <p><input type="checkbox"/> A14. Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques.</p> <p><input type="checkbox"/> A15. Recognize and describe themes stated directly or implied</p>	<p><input checked="" type="checkbox"/> 2.2 Analyze text that is organized in sequential or chronological order. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p><input checked="" type="checkbox"/> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p><input type="checkbox"/> 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. <i>Expository Critique</i></p> <p><input type="checkbox"/> 2.5 Distinguish facts, supported inferences, and opinions in text.</p> <p><input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the</p>	<p>Say and Write, pp. 12-257; TE, <i>ACCESS Newcomers</i>, Introduce the Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257, Wrap Up and Assess, pp. 12-257</p> <p><b><u>ELD Standard B4 &amp; Standard 1.0 PE, ACCESS Newcomers</u></b>, Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257; TE, <i>ACCESS Newcomers</i>, Introduce the Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257</p> <p><b><u>ELD Standards B4 &amp; Standard 1.0 TE, ACCESS Newcomers</u></b>, Activities, Small Group Instruction, Program Resources, Review the Lesson, pp. 12-</p>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input type="checkbox"/> oral responses.  <input type="checkbox"/> B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<p style="text-align: center;"><b><u>Literary Response and Analysis</u></b></p> <input type="checkbox"/> EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.  <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences.  <input type="checkbox"/> EI17. Recite simple poems.  <input type="checkbox"/> EI18. Describe orally in simple sentences the setting of a literary work.  <input type="checkbox"/> EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.  <input type="checkbox"/> EI20. Describe orally in simple sentences a character in a literary selection according to his or her actions.	<input type="checkbox"/> paraphrasing oral and written responses to texts.  <input type="checkbox"/> I16. Apply knowledge of language to derive meaning from literary texts and comprehend them.	<input type="checkbox"/> EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.  <p style="text-align: center;"><b><u>Literary Response and Analysis</u></b></p> <input type="checkbox"/> EA17. Identify and describe figurative language (e.g., similes, metaphors, and personification).  <input type="checkbox"/> EA18. Distinguish between literary connotations and symbols from culture to culture.  <input type="checkbox"/> EA19. Read a literary selection and orally identify metaphors and similes.  <input type="checkbox"/> EA20. Identify the motives of characters in a work of fiction.  <input type="checkbox"/> EA21. Recognize and describe themes stated directly in a text.	<input type="checkbox"/> in literary texts.  <input type="checkbox"/> A16. Compare and contrast the motives of characters in a work of fiction.	<input type="checkbox"/> materials to be read by students. <i>Structural Features of Literature</i> <input type="checkbox"/> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. <input type="checkbox"/> 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. <input type="checkbox"/> 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. <input type="checkbox"/> 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> <input type="checkbox"/> 3.6 Evaluate the meaning	257; Student Practice Worksheets, <i>ACCESS Newcomers</i> , 1-108 (Words 11-20 and Word Tile Activities)  <p style="text-align: center;"><b><u>ELD Standard B5 &amp; ELA Standard 1.0</u></b></p> <i>PE, ACCESS Newcomers</i> , Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257  <p style="text-align: center;"><b><u>ELD Standard E4 &amp; ELA Standard 1.0</u></b></p> <i>PE, ACCESS Newcomers</i> , Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257; <i>TE, ACCESS Newcomers</i> , Introduce the Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257  <p style="text-align: center;"><b><u>ELD Standard B6 &amp; ELA Standard 1.0</u></b></p> <i>Student Practice</i>		

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			<input type="checkbox"/> EA22. Read a literary selection and orally identify the speaker or narrator by using simple sentences.  <input type="checkbox"/> EA23. Read a literary selection and orally identify the main conflict in the plot and its resolution.  <input type="checkbox"/> EA24. Recognize the difference between the first-person and third-person points of view in a literary text.		<input type="checkbox"/> of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.  <input type="checkbox"/> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	Worksheets, <i>ACCESS Newcomers</i> , 1-108 (Words 1-10 and Word Tile Activities)  <b>ELD Standard E15, I4, EA2 &amp; ELA Standard 1.0</b> Student Practice Worksheets, <i>ACCESS Newcomers</i> , 1-108 (Words 11-20 and Word Tile Activities)  <b>ELD Standard E16, I5 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Newcomers</i> , Develop Language, pp. 39-257; TE, <i>ACCESS Newcomers</i> , Develop Language, pp. 39-257  <b>ELD Standard B7 &amp; ELA Standard 1.0</b> Student Practice Worksheets, <i>ACCESS Newcomers</i> , 1-108 (Word Tile Activities); TE, <i>ACCESS</i>		

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											<i>Newcomers, Program Resources (Word Tiles and Sentence Strip Activities), pp. 38-257</i>  <b>ELD Standards 16, EA9, A7 &amp; ELA Standard 1.0 PE, ACCESS, Newcomers, Look and Explore, Listen and Talk, pp. 12-257; TE, ACCESS, Newcomers, Look and Explore, Listen and Talk, pp. 12-257; Student Practice Worksheets, ACCESS Newcomers, 1-108 (Word Tile Activities)</b>  <b>ELD Standard 17 &amp; ELA Standard 1.0 PE, ACCESS, Newcomers, Look and Explore, Listen and Talk, pp. 12-257; TE, ACCESS, Newcomers, Look and</b>	

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												Explore, Listen and Talk, Activities, Review the Lesson, Small Group Instruction, pp. 12-257; Student Practice Worksheets, <i>ACCESS Newcomers</i> , 1-108 (Word Tile Activities)  <u><b>ELD Standards EA8, A5 &amp; ELA Standard 1.0</b></u> PE, <i>ACCESS Newcomers</i> , Lesson 78 (pp. 196-7); TE, <i>ACCESS Newcomers</i> , Lesson 78 (pp. 196-7); Student Practice Worksheet, <i>ACCESS Newcomers</i> , Lesson 78  <u><b>ELD Standards EA5, A6 &amp; ELA Standard 1.0</b></u> PE, <i>ACCESS Newcomers</i> , Glossary, pp. 258-307; TE, <i>ACCESS Newcomers</i> , Glossary, T46-T61;	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5	Primary Citation	Supporting Citation	
											PE, <i>ACCESS Newcomers</i> , Develop Language pp. 39-257; TE, <i>ACCESS Newcomers</i> , Develop Language, pp. 39-257  <b><u>ELD Standards EA7, A4 &amp; ELA Standards 1.1</u></b> PE, <i>ACCESS Newcomers</i> , Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257 TE, <i>ACCESS Newcomers</i> , Introduce the Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257; PE, <i>ACCESS Newcomers</i> , Glossary, pp. 258-307; TE, <i>ACCESS Newcomers</i> , Glossary, T46-T61  <b><u>ELD Standard B3 &amp; ELA Standard 1.1</u></b> TE, <i>ACCESS Newcomers</i> ,		

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ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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 (AB1802 & SB1113 – Budget Act 2004-2005)**

Grades 3-5 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5	Primary Citation	Supporting Citation	
											Activities, Program Resources, Review the Lesson, pp. 12-257; Student Practice Worksheets, <i>ACCESS Newcomers</i> , 1-108 (Word Tile Activities)  <b><u>ELD Standard B3 &amp; ELA Standard 1.1</u></b> PE, <i>ACCESS Newcomers</i> , Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257 TE, <i>ACCESS Newcomers</i> , Introduce the Big Idea, Look and Explore, Listen and Talk, Say and Write, pp. 12-257; Activities pp. 12, 13, 14, 16-257  <b><u>ELD Standards EA4, A2 &amp; ELA Standard 1.1</u></b> PE, <i>ACCESS Newcomers</i> , Big Idea, Look and Explore, Listen and Talk, Say and Write,		

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

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

Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						Read and Write, pp. 12-257 TE, <i>ACCESS Newcomers</i> , Introduce the Big Idea, Look and Explore, Listen and Talk, Say and Write, Read and Write, pp. 12-257  <u><b>ELD Standards B5, E14 &amp; ELA Standard 1.3</b></u> PE, <i>ACCESS Newcomers</i> , Develop Language pp. 53, 59, 75, 81, 85, 119, 223, 225, 241, 255 TE, <i>ACCESS Newcomers</i> , Develop Language pp. 53, 59, 75, 81, 85, 119, 223, 225, 241, 255  <u><b>ELD Standards EA8, A5 &amp; ELA Standard 1.5</b></u> PE, <i>ACCESS Newcomers</i> , Lesson 78 (pp. 196-7); TE, <i>ACCESS Newcomers</i> , Lesson 78 (pp. 196-7); Student Practice Worksheet,		

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

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

Grades 3-5 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
							<i>ACCESS Newcomers, Lesson 78</i>  <b><u>ELD Standards E18, I9, &amp; ELA Standard 2.0</u></b> PE, <i>ACCESS Newcomers, Look and Explore, Listen and Talk, pp. 38-257;</i> TE, <i>ACCESS Newcomers, Look and Explore, Listen and Talk, pp. 38-257;</i> Student Practice Worksheets, <i>ACCESS Newcomers, 1-108 (Words 1-10 and 11-20 and Word Tiles Activities)</i>  <b><u>ELD Standards B8, E18, I9 &amp; ELD Standard 2.0</u></b> PE, <i>ACCESS Newcomers, Read and Write Activities, pp. 39-257;</i> Student Practice Worksheets, <i>ACCESS Newcomers, 1-108 (Words 1-10 and 11-20 and</i>	

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

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

Grades 3-5 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
												Word Tiles Activities); TE, <i>ACCESS            Newcomers</i> , Read and Write Activities, Activities, Wrap Up and Assess, Review the Lesson pp. 39- 257  <u><b>ELD Standards            B9, EI9, I12,            EA12 &amp; ELA            Standard 2.0</b></u> TE, <i>ACCESS            Newcomers</i> , Activities, Review the Lesson, pp. 38, 39, 40, 41-257  <u><b>ELD Standards            B10, EI10 &amp;            ELA Standard            2.0 PE,</b></u> <i>ACCESS            Newcomers</i> , Big Idea, Look and Explore, Listen and Talk, pp. 38- 257; TE, <i>ACCESS            Newcomers</i> , Big Idea, Look and Explore, Listen and Talk, pp. 38- 257  <u><b>ELD Standards            B10, EI10 &amp;            ELA Standard</b></u>	

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

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

Grades 3-5 ELD Reading					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
						<p><b>2.0</b> PE, <i>ACCESS Newcomers, Develop Language</i>, pp. 39-257 TE, <i>ACCESS Newcomers, Develop Language</i>, pp. 39-257</p> <p><b>ELD Standard 113 &amp; ELA Standard 2.0</b> PE, <i>ACCESS Newcomers, Read and Write Activities</i>, pp. 39-257; Student Practice Worksheets, <i>ACCESS Newcomers</i>, 1-108 (Words 1-10 and 11-20 and Word Tiles Activities); TE, <i>ACCESS Newcomers, Read and Write Activities, Wrap Up and Assess, Review the Lesson</i> pp. 39-257</p> <p><b>ELD Standard EA11 &amp; ELA Standard 2.0</b> TE, <i>ACCESS Newcomers,</i></p>		

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

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

Grades 3-5 ELD Reading						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5	Primary Citation	Supporting Citation	
											Wrap Up and Assess, Review the Lesson, pp. 12-257  <b><u>ELD Standards B13, I10, EA13, A10 &amp; ELA Standard 2.1</u></b> PE, <i>ACCESS Newcomers</i> , Lesson 90 (pp. 220-221); TE, <i>ACCESS Newcomers</i> , Lesson 90 (pp. 220-221); PE, <i>ACCESS Newcomers</i> , Glossary, pp. 258-307; TE, <i>ACCESS Newcomers</i> , Glossary, T46-T61  <b><u>ELD Standards B11, EI11 &amp; ELA Standard 2.2</u></b> PE, <i>ACCESS Newcomers</i> , Lesson 102 (pp. 224-225); TE, <i>ACCESS Newcomers</i> , Lesson 102 (pp. 224-225)  <b><u>ELD Standards B12, EI12, I11, EA10, A9 &amp; ELA Standard 2.3</u></b>		

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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 3-5 ELD Reading						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5	Primary Citation	Supporting Citation
											PE, <i>ACCESS Newcomers</i> , Lesson 90 (pp. 220-221); TE, <i>ACCESS Newcomers</i> , Lesson 90 (pp. 220-221); Introduce the Big Idea, Wrap Up and Assess, pp. 38-257  <b><u>ELD Standard B14 &amp; ELA Standard 3.0</u></b> PE, <i>ACCESS Newcomers</i> , Lesson 102 (pp. 224-225); TE, <i>ACCESS Newcomers</i> , Lesson 102 (pp. 224-225)  <b><u>ELD Standard B15 &amp; ELA Standard 3.0</u></b> PE, <i>ACCESS Newcomers</i> , Lesson 102 (pp. 224-225); TE, <i>ACCESS Newcomers</i> , Lesson 102 (pp. 224-225)	

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