

Publisher: Great Source Education Group			Program Title: <i>ACCESS Newcomers</i>		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
X	Beginning (B)	X	Early Advanced (EA)		
X	Early Intermediate (EI)	X	Advanced (A)		
X	Intermediate (I)				

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

Grades 3-5 ELD Writing Strategies and Applications					ELA Standards		
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<input checked="" type="checkbox"/> B1. Write the English alphabet legibly. <input checked="" type="checkbox"/> B2. Label key parts of common objects. <input checked="" type="checkbox"/> B3. Create simple sentences or phrases with some assistance. <input checked="" type="checkbox"/> B4. Use models to write short narratives. <input checked="" type="checkbox"/> B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms. <p style="text-align: center;"><u>English Language Conventions</u></p> <input checked="" type="checkbox"/> B6. Use capitalization when writing one's own name and at the beginning of sentences. <input checked="" type="checkbox"/> B7. Use a period at the end of a sentence and a question mark at	<input type="checkbox"/> EI1. Write short narrative stories that include elements of setting and characters. <input checked="" type="checkbox"/> EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. <input checked="" type="checkbox"/> EI3. Follow a model given by the teacher to independently write a short paragraph of at least four sentences. <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"/> EI5. Follow a model to write a friendly letter. <input checked="" type="checkbox"/> EI6. Produce independent writing that is understood	<input checked="" type="checkbox"/> I1. Narrate with some detail a sequence of events. <input checked="" type="checkbox"/> I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. <input type="checkbox"/> I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). <input checked="" type="checkbox"/> I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.) <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 type="checkbox"/> EA1. Write a detailed summary of a story. <input checked="" type="checkbox"/> EA2. Arrange compositions according to simple organizational patterns. <input type="checkbox"/> EA3. Independently write simple responses to literature. <input checked="" type="checkbox"/> EA4. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). <input checked="" type="checkbox"/> EA5. Independently write a persuasive letter with relevant evidence. <input checked="" type="checkbox"/> EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.	<input checked="" type="checkbox"/> A1. Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). <input checked="" type="checkbox"/> A2. Write a persuasive composition by using standard grammatical forms. <input type="checkbox"/> A3. Write narratives that describe the setting, characters, objects, and events. <input type="checkbox"/> A4. Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. <input checked="" type="checkbox"/> A5. Independently use all the steps of the writing process. <p style="text-align: center;"><u>English Language Conventions</u></p> <input checked="" type="checkbox"/> A6. Use complete sentences and	<input checked="" type="checkbox"/> Writing 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the 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. <input type="checkbox"/> 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. <input type="checkbox"/> 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional	<p><u>ELD Standard B1 and ELA Standard 1.0</u> Pupil's Edition (PE), <i>ACCESS Newcomers</i>, Lessons A and B, pp. 12-15; Teacher's Edition (TE), <i>ACCESS Newcomers</i>, Lessons A and B, pp. 12-15</p> <p><u>ELD Standard B2 & ELA Standard 1.0</u> PE, <i>ACCESS Newcomers</i>, Lessons: L (pp. 34-35), 27 (pp. 90-91), 31 (pp. 98-99), 32 (100-101), 34 (pp. 104-105), 43 (pp. 124-125), 62 (pp. 162-163), 63 (164-165), 64 (166-167), 66, (170-171), 82 (204-205), 83 (206-207), 84 (208-209), 98 (236-237), 107 (244-245), 108 (256-257); TE, <i>ACCESS Newcomers</i>, Lessons: L (pp. 34-35), 27 (pp. 90-91), 31 (pp. 98-99), 32 (100-101), 34 (pp.</p>	

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the end of a question.	<p>when read but may include inconsistent use of standard grammatical forms.</p> <p>English Language Conventions</p> <p><input checked="" type="checkbox"/> EI7. Use capitalization to begin sentences and for proper nouns.</p> <p><input checked="" type="checkbox"/> EI8. Use a period at the end of a sentence and use some commas appropriately.</p> <p><input checked="" type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.</p>	<p><input type="checkbox"/> I6. Write a letter independently by using detailed sentences.</p> <p>English Language Conventions</p> <p><input checked="" type="checkbox"/> I7. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p><input checked="" type="checkbox"/> I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).</p>	<p><input checked="" type="checkbox"/> EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</p> <p><input checked="" type="checkbox"/> EA8. Use standard word order but may have more consistent grammatical forms, including inflections.</p> <p><input checked="" type="checkbox"/> EA9. Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).</p> <p>English–Language Arts Content Standards</p> <p><i>Spelling</i> Grade Three 1.8 Spell correctly one-syllable words that have blends, contractions, compounds,</p>	<p>correct word order.</p> <p><input checked="" type="checkbox"/> A7. Use correct parts of speech, including correct subject/verb agreement.</p> <p><input checked="" type="checkbox"/> A8. Edit writing for punctuation, capitalization, and spelling.</p> <p><input checked="" type="checkbox"/> A9. Produce writing that demonstrates a command of the conventions of standard English.</p>	<p>expressions that link one paragraph to another in a clear line of thought.</p> <p>c. Offer a concluding paragraph that summarizes important ideas and details.</p> <p><i>Research and Technology</i></p> <p><input type="checkbox"/> 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> <p><input checked="" type="checkbox"/> 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).</p> <p><input type="checkbox"/> 1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p><i>Evaluation and Revision</i></p> <p><input type="checkbox"/> 1.6 Edit and revise manuscripts to</p>	<p>104-105), 43 (pp. 124-125), 62 (pp. 162-163), 63 (164-165), 64 (166-167), 66, (170-171), 82 (204-205), 83 (206-207), 84 (208-209), 98 (236-237), 107 (244-245), 108 (256-257); Student Practice Worksheets, <i>ACCESS Newcomers</i>, 1-108 (Words 1-10)</p> <p>ELD Standard B3 & ELA 1.0 TE, <i>ACCESS Newcomers</i>, Activity, Wrap Up and Assess, Review the Lesson, p. 242</p> <p>Standard B4 & ELA Standard 1.0 TE, <i>ACCESS Newcomers</i>, Activity, Wrap Up and Assess, Review the Lesson, p. 242</p> <p>Standard B5 & ELA Standard 1.0 PE, <i>ACCESS Newcomers</i>,</p>	

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			<input type="checkbox"/> orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). <input type="checkbox"/> 1.9 Arrange words in alphabetic order. <input type="checkbox"/> Grade Four <input type="checkbox"/> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.		<input checked="" type="checkbox"/> improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. <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. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. <input type="checkbox"/> Using the writing strategies of grade five outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than	Read and Write, Develop Language pp. 39-257; TE, <i>ACCESS Newcomers</i> , Read and Write, Develop Language, Activities, Wrap Up and Assess, Review the Lesson, pp. 39-257 ELD Standard EI2 & ELA Standard 1.0 PE, ACCESS Newcomers , Lesson 102 (pp. 244-245); TE, <i>ACCESS Newcomers</i> , Lesson 102 (pp. 244-245); Student Practice Worksheet, <i>ACCESS Newcomers</i> , 102 ELD Standard EI3 & ELA Standard 1.0 TE, ACCESS Newcomers , Activities, pp. 220, 242 ELD Standards EI4, I5, EA4 & Standard 1.0 PE, ACCESS	

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					<input type="checkbox"/> tell, the events of the story. 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. <input type="checkbox"/> 2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <input type="checkbox"/> 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal.	<i>Newcomers, Read and Write, Develop Language pp. 39-257; TE, ACCESS Newcomers, Read and Write, Develop Language, Activities, Wrap Up and Assess, Review the Lesson, pp. 39-257; Student Practice Worksheets, ACCESS Newcomers, 1-108</i> ELD Standards EI6, I2 & ELA Standard 1.0 TE, ACCESS <i>Newcomers, Wrap Up and Assess, pp. 117, 118, 125, 139, 215, 219, 221, 229, 237, 245; Activities, pp. 134, 136, 220, 242</i> ELD Standards I4, EA2, A2 & ELA Standard 1.0 TE, ACCESS <i>Newcomers, Activities, pp. 220, 242</i>	

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					b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns. <u>Written and Oral English Language Conventions</u> 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. <input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i>	<u>ELD Standard A1 & ELA Standard 1.0</u> TE, <i>ACCESS Newcomers</i> , Activities, pp. 220, 242 <u>ELD Standard A5 & ELA Standard 1.0</u> PE, <i>ACCESS Newcomers</i> , Lessons 90 (pp. 220-221) and 102 (pp. 220-221); TE, <i>ACCESS Newcomers</i> , Activities, pp. 220, 242 <u>ELD Standards B6, E17 & W&O 1.0</u> PE, <i>ACCESS, Newcomers</i> , Lessons: B (pp. 14-15), 88 (pp. 216-217); Develop Language, pp. 163 and 243; TE, <i>ACCESS Newcomers</i> , Lessons: B (pp. 14-15), 88 (pp. 216-217); Develop Language, pp. 163 and 243 <u>ELD Standards B7, E18 & W&O 1.0</u> PE, <i>ACCESS</i>	

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					<input checked="" type="checkbox"/> 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. <i>Grammar</i> <input checked="" type="checkbox"/> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <i>Punctuation</i> <input checked="" type="checkbox"/> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <i>Capitalization</i> <input checked="" type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input checked="" type="checkbox"/> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	<i>Newcomers</i> , Lessons 88 (pp. 216-217); TE, <i>ACCESS Newcomers</i> , Lessons 88 (pp. 216-217) ELD Standards EI9, I7, EA7, A8 & ELA Standard W&O 1.0 PE, <i>ACCESS, Newcomers</i> , Lessons: B (pp. 14-15), 88 (pp. 216-217); Develop Language, pp. 163 and 243; TE, <i>ACCESS Newcomers</i> , Lessons: B (pp. 14-15), 88 (pp. 216-217); Develop Language, pp. 163 and 243 ELD Standard I7 & ELA Standard W&O 1.0 TE, <i>ACCESS Newcomers</i> , Wrap Up and Assess, pp. 117, 118, 125, 139, 215, 219, 221, 229, 237, 245; Activities, pp. 134, 136, 220, 242		

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						<p>ELD Standards I8, EA8 & ELA Standards W&O 1.0 PE, <i>ACCESS Newcomers</i>, Read and Write, Develop Language, pp. 39-257; TE, <i>ACCESS Newcomers</i>, Read and Write, Develop Language, pp. 39-257; Student Practice Worksheets, <i>ACCESS Newcomers</i>, A-108</p> <p>ELD Standard EA9 & ELA Standard W&O 1.0 PE, <i>ACCESS, Newcomers</i>, Lessons 88 (pp. 216-217); TE, <i>ACCESS Newcomers</i>, Lessons 88 (pp. 216-217)</p> <p>ELD Standard B3 & ELA Standard 1.4 TE, <i>ACCESS Newcomers</i>, Wrap Up and Assess, p. 105</p>	

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						<p>ELD Standard A6 & ELA Standard W&O 1.0 PE, <i>ACCESS Newcomers</i>, Lesson 53, pp. 144-145; TE, <i>ACCESS Newcomers</i>, Lesson 53, pp. 144-145</p> <p>ELD Standard A7 & ELA Standard W&O 1.0 PE, <i>ACCESS Newcomers</i>, Read and Write, Develop Language, pp. 39-257; TE, <i>ACCESS Newcomers</i>, Read and Write, Develop Language, pp. 39-257; Student Practice Worksheets, <i>ACCESS Newcomers</i>, A-108</p> <p>ELD Standard A9 & ELA Standard W&O 1.0 TE, <i>ACCESS Newcomers</i>, Activities, Review the Lesson, pp. 53, 66, 83, 86-257</p>	

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												ELD Standards B6, EI7 & W&O 1.4 PE, <i>ACCESS</i> , <i>Newcomers</i> , Lessons: B (pp. 14-15), 88 (pp. 216-217); Develop Language, pp. 163 and 243; TE, <i>ACCESS</i> <i>Newcomers</i> , Lessons: B (pp. 14-15), 88 (pp. 216-217); Develop Language, pp. 163 and 243		

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