

Publisher: Great Source Education Group				Program Title: ACCESS Newcomers			
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 11-12 ELD Reading Standards						ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation	
<input checked="" type="checkbox"/> <b>Word Analysis</b> B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input checked="" type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <b>Word Analysis</b> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input checked="" type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>educacion, educación; university, universidad</i> ) in phrases, simple sentences, literature, and content area texts.	<input checked="" type="checkbox"/> <b>Word Analysis</b> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i> ) and false cognates (e.g., <i>éxito, exit</i> ) in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b>	<input type="checkbox"/> <b>Word Analysis</b> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove, extend</i> ). <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b>	<input checked="" type="checkbox"/> <b>Word Analysis</b> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> A3. Recognize that	<input checked="" type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> 1.1 Trace the etymology of significant terms used in political science and history. 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning	<b>ELD Standards B1, EI1, I1 &amp; ELA Standard 1.0</b> <i>ACCESS Newcomers, Student Practice Worksheets, A–L Teacher's Edition (TE), ACCESS Newcomers, Program Resources, pp. 13–35</i> <b>ELD Standards B2, EI2 &amp; ELA Standard 1.0</b> <i>ACCESS Newcomers, Student Practice Worksheets A–L TE, ACCESS Newcomers, Program</i>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12				
<input checked="" type="checkbox"/> B3. Recognize simple affixes (e.g., <i>educate, education</i> ), prefixes (e.g., <i>dislike</i> ), synonyms (e.g., <i>big, large</i> ), and antonyms (e.g., <i>hot, cold</i> ).  <input checked="" type="checkbox"/> B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.  <input checked="" type="checkbox"/> B5. Respond with appropriate short phrases or	<input checked="" type="checkbox"/> <b>Fluency and Systematic Vocabulary Development</b>  <input checked="" type="checkbox"/> E14. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.  <input checked="" type="checkbox"/> E15. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts.  <input type="checkbox"/> E16. Read simple	<input checked="" type="checkbox"/> I3. Use a standard dictionary to derive the meaning of unknown vocabulary.  <input type="checkbox"/> I4. Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.  <input checked="" type="checkbox"/> I5. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.	<input checked="" type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.  <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts.  <input checked="" type="checkbox"/> EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words	<input type="checkbox"/> some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas  <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.  <input checked="" type="checkbox"/> A5. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	<input type="checkbox"/> of scientific and mathematical terminology. 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.  <input checked="" type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended</i>	Resources, pp. 13–35  <b>ELD Standards B3, EI14, EA3, A1 &amp; ELA Standard 1.0</b> <i>ACCESS Newcomers, Student Practice Worksheets, A–108 (Words 11–20 Activities &amp; Word Tiles Activities)</i>  <b>ELD Standard B4, EA7 &amp; ELA Standard 1.0</b> <i>PE, ACCESS Newcomers, Big Idea, Look and Explore, and</i>			

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<input checked="" type="checkbox"/> sentences in various social and academic settings (e.g., answer simple questions).  <input checked="" type="checkbox"/> B6. Use an English dictionary to find the meaning of simple known vocabulary.  <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).  <b>Reading Comprehension</b>	<input type="checkbox"/> paragraphs and passages independently.  <input type="checkbox"/> E17. Recognize that some words have multiple meanings and apply this knowledge to texts.  <input checked="" type="checkbox"/> E18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  <input type="checkbox"/> E19. Read aloud with appropriate pacing, intonation, and expression	<input checked="" type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  <input checked="" type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently.  <input type="checkbox"/> I8. Apply knowledge of text connectors to make inferences.  <b>Reading Comprehension</b>	<input checked="" type="checkbox"/> EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).  <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 idioms, analogies, and metaphors used in literature	<input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.  <b>Reading Comprehension</b>  <input type="checkbox"/> A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas.  <input type="checkbox"/> A8. Analyze the features and rhetorical devices of different types of public documents	<i>Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.  <i>Structural Features of Informational Materials</i> 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors	Listen and Talk, pp. 12-257 TE, <i>ACCESS Newcomers</i> , pp. 12-257 Lesson Cards, A-108, Student Practice Worksheets, A-108 (Words 11-20 Activities & Word Tiles Activities)  <b>ELD Standard B5 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Newcomers</i> , Read and Write, Develop Language, pp. 12-257 Lesson Cards, A-108	

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<input checked="" type="checkbox"/> B8. Understand and follow simple multiple-step oral directions for classroom or work-related activities.  <input type="checkbox"/> B9. Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts.  <input type="checkbox"/> B10. Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g.,	<input checked="" type="checkbox"/> one's own writing of narrative and expository texts.  <input checked="" type="checkbox"/> E110. Use a standard dictionary to find the meaning of unknown vocabulary.  <input checked="" type="checkbox"/> E111. Use appropriate connectors (e.g., <i>first, then, after that, finally</i> ) to sequence written text.  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> E112. Read and orally respond to simple literary texts and texts in content	<input type="checkbox"/> I9. In detailed sentences identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax.  <input type="checkbox"/> I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text.  <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and	<input type="checkbox"/> and texts in content areas.  <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.  <b>Reading Comprehension</b>  <input type="checkbox"/> EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.	<input type="checkbox"/> and the way authors use those features and devices.  <input type="checkbox"/> A9. Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.  <input type="checkbox"/> A10. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship	<input type="checkbox"/> use those features and devices. <i>Comprehension and Analysis of Grade-Level Appropriate Text</i> 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. <input type="checkbox"/> 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify	Student Practice Worksheets, A-108 (Words 11-20 Activities) TE, <i>ACCESS Newcomers</i> , Introduce the Big Idea, Look and Explore, and Listen and Talk, Read and Write, Develop Language, pp. 12-257  <b><u>ELD Standards B7 &amp; ELA Standard 1.0</u></b> <i>ACCESS Newcomers</i> , Student Practice Worksheets, Word Tile Activities 1-108 TE, Program			

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<input checked="" type="checkbox"/> newspaper, brochure) by using key words or phrases.  <input checked="" type="checkbox"/> B11. Point out text features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> B12. Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).  <b>Literary Response and Analysis</b>  <input checked="" type="checkbox"/> B13. Identify orally the beginning,	<input type="checkbox"/> areas by using simple sentences to answer factual comprehension questions. <input type="checkbox"/> E113. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.  <input type="checkbox"/> E114. Orally identify the features of simple excerpts of public documents by using key words or phrases.  <input type="checkbox"/> E115. Read and orally identify a few specific facts in simple expository text, such as	<input type="checkbox"/> text in content areas.  <input type="checkbox"/> I12. Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.  <input type="checkbox"/> I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.  <input type="checkbox"/> I14. Read workplace documents and orally identify the structure and	<input type="checkbox"/> EA11. Analyze the structure and format of workplace documents and the way in which authors use structure and format to achieve their purposes.  <input type="checkbox"/> EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).  <input type="checkbox"/> EA13. Read material and analyze how clarity is affected by patterns of organization,	<input type="checkbox"/> between generalizations and evidence. Prepare a bibliography for the report.  <input type="checkbox"/> A11. Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> A12. Describe the	<input type="checkbox"/> interpretations. <input type="checkbox"/> 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. <i>Expository Critique</i> <input type="checkbox"/> 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).  <input checked="" type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and	Resources (Word Tile and Sentence Strip Activities) pp. 38-257  <b>ELD Standards 17, EA7, A4 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Newcomers</i> , Listen and Talk, pp. 38-257 Glossary, 258-307 TE, <i>ACCESS Newcomers</i> , Listen and Talk, pp. 38-257 Glossary, T46-T61  <b>ELD Standards 17, EA7, A4 &amp;</b>			

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<input checked="" type="checkbox"/> middle, and end of a simple literary text.  <input type="checkbox"/> B14. Read a simple selection and orally identify the speaker or narrator.  <input type="checkbox"/> B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences.  <input type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.  <input type="checkbox"/> B17. Recognize the	<input type="checkbox"/> consumer and workplace documents and content area text.  <input type="checkbox"/> EI16. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).  <input type="checkbox"/> EI17. Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific	<input type="checkbox"/> format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.  <input type="checkbox"/> I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and workplace documents and content area texts.  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> I16. Use expanded vocabulary and	<input type="checkbox"/> repetition of key ideas, syntax, and word choice.  <input type="checkbox"/> EA14. Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).  <input type="checkbox"/> <b>Literary Response and Analysis</b>  <input type="checkbox"/> EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and	<input type="checkbox"/> functions of dialogue, scene design, asides, and soliloquies in drama.  <input type="checkbox"/> A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism).  <input type="checkbox"/> A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic.  <input type="checkbox"/> A15. Analyze the interaction between characters and	<input type="checkbox"/> respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.  <input type="checkbox"/> <i>Structural Features of Literature</i> 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories,	<u><b>ELA 1.0</b></u> <i>ACCESS Newcomers, Student Practice Worksheets, A-108</i>  <u><b>ELD Standards 17, EA7, A4 &amp; ELA 1.0</b></u> <i>PE, ACCESS Newcomers, Look and Explore, pp. 37-257, Glossary, 258-307</i> <i>TE, ACCESS Newcomers, Look and Explore, pp. 37-257, Glossary, T46-T61</i>  <u><b>ELD Standards</b></u>			

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<input type="checkbox"/> difference in points of view between first person and third person by using phrases or simple sentences.  <input type="checkbox"/> B18. Recite simple poems.	<input type="checkbox"/> goal or obtain a product.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EI18. Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).  <input type="checkbox"/> EI19. Read literary texts and orally identify the main events of the plot by using simple sentences.	<input type="checkbox"/> descriptive words in paraphrasing oral and written responses to texts.  <input type="checkbox"/> I17. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature.  <input type="checkbox"/> I18. Read literary texts and use detailed sentences to describe orally the sequence of events.  <input type="checkbox"/> I19. Apply knowledge of language to	<input type="checkbox"/> symbolism).  <input type="checkbox"/> EA16. Read and identify ways in which poets use personification, figures of speech, imagery, and the “sound” of language.  <input type="checkbox"/> EA17. Identify the functions of dialogue, scene design, and asides in dramatic literature.  <input type="checkbox"/> EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed	<input type="checkbox"/> subordinate characters in literary texts (e.g., motivations and reactions).  <input type="checkbox"/> A16. Analyze recognized works of American literature and identify their genre to contrast major periods and trends.  <input type="checkbox"/> A17. Relate the literary works of authors to the major themes and issues of their eras.	<input type="checkbox"/> essays, and other basic genres. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textural evidence to support the claim. 3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.	<b><u>ELI8, I6 &amp; ELA Standard 1.0</u></b> PE, <i>ACCESS Newcomers</i> , Develop Language, pp. 39-257 TE, <i>ACCESS Newcomers</i> , Develop Language, pp. 39-257  <b><u>ELD Standard EA5 &amp; ELD Standard 1.0</u></b> PE, <i>ACCESS Newcomers</i> , Glossary, pp. 258-307 TE, <i>ACCESS Newcomers</i> , Glossary, T46-T61, PE, <i>ACCESS</i>	

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		<input type="checkbox"/>	EI20. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.	<input type="checkbox"/>	analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/>	sentences.			<input type="checkbox"/>	3.5 Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward.	<i>Newcomers</i> , Listen and Talk, pp. 38-257	
		<input type="checkbox"/>	EI21. Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.	<input type="checkbox"/>	I20. Use detailed sentences to compare and contrast orally a similar theme or topic across three genres.	<input type="checkbox"/>	EA19. Identify recognized works of American literature and the genre to which they belong to contrast major periods, themes, and trends.			<input type="checkbox"/>	b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.	TE, <i>ACCESS Newcomers</i> , Listen and Talk, pp. 39-257	
		<input type="checkbox"/>	EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue,	<input type="checkbox"/>	I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters.	<input type="checkbox"/>	EA20. Identify recognized works of world literature and contrast the major literary forms and techniques.			<input type="checkbox"/>	c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	<b>ELD Standards B6, EI10, I3, EA6, A6 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Newcomers</i> , Glossary, pp. 258-307	
		<input type="checkbox"/>		<input type="checkbox"/>	I22. Read a literary selection and use detailed sentences to describe orally a	<input type="checkbox"/>	EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various			<input type="checkbox"/>	3.6 Analyze the way in	TE, <i>ACCESS Newcomers</i> , Glossary, T46-T61, PE, <i>ACCESS Newcomers</i> , Develop Language pp. 39-257	

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	or drama.  EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.	<input type="checkbox"/> character according to what he or she does in a narration, dialogue, or dramatic monologue.  I23. Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.	<input type="checkbox"/> genres.  EA22. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts (e.g., irony, tone, mood, "sound" of language).		<input type="checkbox"/> which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i> ). <input type="checkbox"/> 3.7 Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).		TE, <i>ACCESS Newcomers</i> , Develop Language, pp. 39-257  <b>ELD Standard B4 and ELA Standard 1.0</b> PE, <i>ACCESS Newcomers</i> , Read and Write, Develop Language pp. 37-257 TE, <i>ACCESS Newcomers</i> , Read and Write, Develop Language, pp. 37-257 Student Practice Worksheets, A-108	

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

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X	Intermediate (I)						

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12
										<p>b. Relate literary works and authors to the major themes and issues of their eras.</p> <p>c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p> <p><i>Literary Criticism</i></p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)</p> <p>3.9 Analyze the philosophical arguments presented in literary works to determine</p>	<p><b>ELD Standards EI5, I5, EA8, A5 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Newcomers</i>, Lesson 78 (pp. 196-7), TE, <i>ACCESS Newcomers</i>, Lesson 78 (pp. 196-7), Student Practice Worksheet, Lesson 78</p> <p><b>ELD Standards &amp; B6, EI10, I3, EA6, A6 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Newcomers</i>, Glossary, pp.</p>	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12	Primary Citation	Supporting Citation
										<input type="checkbox"/> whether the author's positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	258-307 TE, <i>ACCESS Newcomers</i> , Glossary, T46-T61, PE, <i>ACCESS Newcomers</i> , Listen and Talk, pp. 38-257 TE, <i>ACCESS Newcomers</i> , Listen and Talk, pp. 38-257  <u><b>ELD Standards &amp; B6, EI10, I3, EA6, A6 &amp; ELA Standard 1.0</b></u> PE, <i>ACCESS Newcomers</i> , Glossary, pp. 258-307 Read and Write, pp. 37-257	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12	Primary Citation	Supporting Citation
										<b>ELD Standards B11 &amp; ELA Standard 2.0</b> PE, ACCESS Newcomers, Lesson 90 (pp. 220-221) TE, ACCESS Newcomers, Lesson 90 (pp. 220-221)		
										<b>ELD Standards B9, EI12, EA10, A7 &amp; ELA Standard 2.0</b> PE, ACCESS Newcomers, Look and Explore, Listen		

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Grades 11-12 ELD Reading Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
												and Talk, Read and Write Activities, pp. 39-257 TE, <i>ACCESS Newcomers</i> , Look and Explore, Listen and Talk, Read and Write Activities, pp. 39-257 Student Practice Worksheets, 1-108 (Words 1-10 and 11-20, Word Tiles Activities)	
												<b>ELD Standard EA10 &amp; ELA Standard 2.0</b> PE, <i>ACCESS Newcomers</i> , Develop Language, pp.	

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												39-257 TE, ACCESS Newcomers, Develop Language, pp. 39-257	
												<b>ELD Standards B8, EI5 &amp; ELD Standard 2.0</b> PE, ACCESS Newcomers, Read and Write Activities, pp. 39- 257 Student Practice Worksheets, 1- 108 (Words 1-10 and 11-20, Word Tiles Activities) TE, ACCESS Newcomers, Read and Write Activities, pp. 39- 257	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12	Primary Citation	Supporting Citation
											Student Practice Worksheets, 1-108 (Words 1-10 and 11-20, Word Tiles Activities) Activities, Wrap Up and Assess, Review the Lesson, pp. 12-257  <b><u>ELD Standard B13 &amp; ELA Standard 3.0</u></b> PE, ACCESS Newcomers, Lesson 102 (pp. 224-225) TE, ACCESS Newcomers, Lesson 102 (pp. 224-225)  <b><u>ELD Standard B14 &amp; ELA</u></b>	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12	Primary Citation	Supporting Citation
											<b>Standard 3.0</b> PE, ACCESS Newcomers, Lesson 102 (pp. 224-225) TE, ACCESS Newcomers, Lesson 102 (pp. 224-225)	

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