

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

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

Grades 6-8 ELD Writing Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
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<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 type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.	<input type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting.	<input 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>1.0 Writing Strategies</b>  Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i>	<input checked="" type="checkbox"/> <b>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</b>  <b>1.2 Support all</b>	<b>ELD Standards B1, B2, B4, ELA Standard 1.0</b> PE, <i>ACCESS Newcomer</i> , pp. 242-243 TE, <i>ACCESS Newcomer</i> , pp. 242-243  <b>ELD Standards EI1, EI2, EI4, ELA Standard 1.0</b> PE, <i>ACCESS Newcomer</i> , pp. 38-257 TE, <i>ACCESS Newcomer</i> , pp. 38-257  <b>ELD Standards B2, B4, ELA Standard 1.4</b> PE, <i>ACCESS Newcomer</i> , Develop Language, pp. 38-257 TE, <i>ACCESS Newcomer</i> , Develop Language, pp. 38-257	<b>ELD Standards B1, B2, B4, ELA Standard 1.0</b> PE, <i>ACCESS Newcomer</i> , Say and Write, pp. 14-35, Read and Write, pp. 38-257 TE, <i>ACCESS Newcomer</i> , Say and Write, pp. 14-35, Read and Write, pp. 38-257  Support <b>ELD Standards B2, B4, ELA Standard 1.4</b> PE, <i>ACCESS Newcomer</i> , Develop Language, pp. 38-257 TE, <i>ACCESS Newcomer</i> , Develop Language, pp. 38-257
<input checked="" type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input checked="" type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	<input 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 type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	<input 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 type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.	<input type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	<input type="checkbox"/> A3. Use appropriate language variations and genres in writing for language arts and other content areas.				
<input checked="" type="checkbox"/> B4. Use the writing process to write brief narratives and stories with a few standard grammatical forms.	<input checked="" type="checkbox"/> EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input 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 type="checkbox"/> A4. Write pieces related to career				
<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and	<input type="checkbox"/> EI5. Write expository compositions, such							

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<input checked="" type="checkbox"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested.	<input type="checkbox"/> as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.  <input type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.  <input type="checkbox"/> EI7. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.  <input type="checkbox"/> EI8. Complete simple	<input type="checkbox"/> the text, using detailed sentences and transitions.  <input 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"/> I6. Write documents related to career development (e.g., business letter, job application).  <input type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details.  <input type="checkbox"/> I8. Use basic	<input type="checkbox"/> content areas.  <input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry).  <input 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 type="checkbox"/> EA8. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of	<input type="checkbox"/> development (e.g., business letter, job application, letter of inquiry, memorandum).  <input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.  <input type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparison) to support it.  <input type="checkbox"/> A7. Use strategies of notetaking, outlining, and summarizing to structure drafts of clear, coherent, and	<input type="checkbox"/> statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. <input type="checkbox"/> 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. <i>Research and Technology</i> <input type="checkbox"/> 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. <input type="checkbox"/> 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. <input type="checkbox"/> 1.6 Create documents by using word-processing	216-217		

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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 type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input 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 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 type="checkbox"/> skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.  <input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American			

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					<input type="checkbox"/> English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade seven outlined in Writing Standard 1.0, students: 2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense: naming of specific narrative action, including movement,		

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					<input type="checkbox"/> gestures, and expressions). 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence. <input type="checkbox"/> 2.3 Write research reports: a. Pose relevant and tightly drawn questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence			

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					<input type="checkbox"/> compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries). d. Document reference sources by means of footnotes and a bibliography. <input type="checkbox"/> 2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments. <input type="checkbox"/> 2.5 Write summaries			

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					<p>of reading materials: a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.</p> <p><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>			

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					Students write and speak with a command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Place modifiers properly and use the active voice. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input checked="" type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).		

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										<input type="checkbox"/> <i>Punctuation</i> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <input type="checkbox"/> <i>Capitalization</i> 1.6 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.			

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