

ACCESS NEWCOMERS © 2005

correlated to

North Carolina

English Language Development Standard Course of Study and Grade Level Competencies Grades 5-8



YOUR NORTH CAROLINA GREAT SOURCE REPRESENTATIVES

MARY LOU HARRIS
800-289-4490, option 4
Mary_Lou_Harris@hmco.com

VICKY ROBINSON
(WESTERN NC)
800-289-4490, option 4
Vicky_Robinson@hmco.com



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**North Carolina English Language Development
 Standard Course of Study and Grade Level Competencies
 Grade 5**

COMPETENCY GOAL 1: LISTENING

The learner will comprehend spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 5	ACCESS Newcomers
NL 1.01 Listen and physically respond to familiar simple questions with modeling and prompting.	Teacher's Edition: 16, 17, 40, 41
NL 1.02 Follow simple, one-step directions with modeling and prompting.	Teacher's Edition: 15, 19, 22, 204
NL 1.03 Listen and physically demonstrate comprehension to familiar greetings, locations, and classroom objects with modeling and prompting.	Teacher's Edition: 22, 23, 40, 41
NL 1.04 Listen to oral presentations, stories, and/or familiar texts told or read aloud and respond using physical actions and other means of non-verbal communication with modeling and prompting.	Teacher's Edition: 23, 244
NH 1.01 Listen and respond to familiar questions, greetings, and phrases if spoken very slowly and distinctly, using one-word responses, physical actions, and other non-verbal communication.	Teacher's Edition: 16, 17, 38, 40, 41, 42
NH 1.02 Understand and follow one-step and two-step directions and instructions with modeling and prompting when spoken slowly and distinctly.	Teacher's Edition: 15, 17, 19, 21, 22, 23, 204
NH 1.03 Listen and demonstrate comprehension of oral presentations, stories, and/or familiar texts by responding to simple questions and statements.	Teacher's Edition: 189, 245

Competency Objectives, Grade 5	ACCESS Newcomers
IL 1.01 Listen and respond to most questions on a variety of topics, greetings, and phrases spoken distinctly at normal speed with occasional restatement.	Teacher's Edition: 16, 17, 38, 40, 41, 42, 49, 50, 53, 54, 56, 57, 59, 60, 66, 67, 68, 70, 71, 72, 74, 80, 83, 85, 86, 88, 90, 92, 93, 97, 99, 101, 102, 103, 108, 115, 117, 119, 124, 125, 127, 129, 131, 134, 137, 139, 141, 143, 144, 149, 167, 170, 172, 173, 177, 178, 181, 182, 183, 188, 189, 190, 193, 194, 201, 204, 206, 207, 209, 213, 216, 219, 223, 225, 232, 237, 239, 242, 245, 254, 256
IL 1.02 Understand and follow one-step and two-step directions when spoken distinctly at a normal speed.	Teacher's Edition: 38-109, 112-183, 186-257
IL 1.03 Listen to a variety of stories told or read and identify elements of a story following direct instruction.	Teacher's Edition: 23, 240, 245
IL 1.04 Demonstrate comprehension of the main idea of an oral presentation following direct instruction.	Teacher's Edition: 220, 221, 230, 244, 245
IH 1.01 Listen and respond to most common expressions and conversational questions on a variety of topics spoken at normal speed and academic questions with some difficulty.	Teacher's Edition: 16, 17, 38, 40, 41, 42, 49, 50, 53, 54, 56, 57, 59, 60, 66, 67, 68, 70, 71, 72, 74, 80, 83, 85, 86, 88, 90, 92, 93, 97, 99, 101, 102, 103, 108, 115, 117, 119, 124, 125, 127, 129, 131, 134, 137, 139, 141, 143, 144, 149, 167, 170, 172, 173, 177, 178, 181, 182, 183, 188, 189, 190, 193, 194, 201, 204, 206, 207, 209, 213, 216, 219, 223, 225, 232, 237, 239, 242, 245, 254, 256
IH 1.02 Understand and follow one-step and two-step directions on a variety of topics when spoken at a normal speed with occasional restatement.	Teacher's Edition: 38-109, 112-183, 186-257
IH 1.03 Listen to a variety of stories told or read aloud and demonstrate comprehension using a variety of strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	Teacher's Edition: 23, 240, 245
IH 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using multiple strategies with occasional assistance (e.g., sequencing, pictograph, story mapping).	Teacher's Edition: 23, 240, 245
A 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with occasional difficulty.	Teacher's Edition: 16, 17, 38, 40, 41, 42, 49, 50, 53, 54, 56, 57, 59, 60, 66, 67, 68, 70, 71, 72, 74, 80, 83, 85, 86, 88, 90, 92, 93, 97, 99, 101, 102, 103, 108, 115, 117, 119, 124, 125, 127, 129, 131, 134, 137, 139, 141, 143, 144, 149, 167, 170, 172, 173, 177, 178, 181, 182, 183, 188, 189, 190, 193, 194, 201, 204, 206, 207, 209, 213, 216, 219, 223, 225, 232, 237, 239, 242, 245, 254, 256

Competency Objectives, Grade 5	ACCESS Newcomers
A 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with occasional difficulty.	Teacher's Edition: 38-109, 112-183, 186-257
A 1.03 Listen to stories told or read on a variety of topics and demonstrate comprehension using a variety of strategies (e.g., sequencing, pictograph, story mapping).	Teacher's Edition: 23, 240, 245
A 1.04 Demonstrate comprehension of an oral presentation on a variety of topics using a variety of strategies (e.g., sequencing, pictograph, story mapping).	Teacher's Edition: 23, 240, 245
S 1.01 Listen and respond to most conversational and academic questions spoken at normal speed with little difficulty.	Teacher's Edition: 16, 17, 38, 40, 41, 42, 49, 50, 53, 54, 56, 57, 59, 60, 66, 67, 68, 70, 71, 72, 74, 80, 83, 85, 86, 88, 90, 92, 93, 97, 99, 101, 102, 103, 108, 115, 117, 119, 124, 125, 127, 129, 131, 134, 137, 139, 141, 143, 144, 149, 167, 170, 172, 173, 177, 178, 181, 182, 183, 188, 189, 190, 193, 194, 201, 204, 206, 207, 209, 213, 216, 219, 223, 225, 232, 237, 239, 242, 245, 254, 256
S 1.02 Understand and follow two-step and three-step directions on a variety of topics when spoken at a normal speed with little difficulty.	Teacher's Edition: 38-109, 112-183, 186-257
S 1.03 Listen and respond appropriately to conversational and academic expressions when spoken at a normal speed with little difficulty.	Teacher's Edition: 16, 17, 32, 38, 40, 41
S 1.04 Listen to stories told or read aloud on a variety of topics and demonstrate comprehension independently using a variety of strategies (e.g., sequencing, pictograph, story mapping).	Teacher's Edition: 23, 240, 245
S 1.05 Demonstrate comprehension of an oral presentation on a variety of topics independently.	Teacher's Edition: 23, 240, 245

COMPETENCY GOAL 2: SPEAKING

The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 5	ACCESS Newcomers
NL 2.01 Use physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).	Teacher's Edition: 40, 41, 62, 66, 88, 90, 94, 111B, 130, 194, 196, 230
NL 2.02 Use a variety of non-verbal communication strategies to express own ideas or thoughts with prompting and modeling (e.g., draw, play games).	Teacher's Edition: 11B, 17, 20, 21, 23, 24, 26, 28, 33, 34, 37B, 38, 44, 46, 47, 49, 50, 52, 62, 63, 64, 68, 70, 74, 76, 85, 88, 91, 92, 95, 100, 109, 111B, 116, 117, 132, 138, 140, 141, 164, 166, 176, 185B, 190, 192, 194, 196, 206, 208, 226, 230, 232, 233, 240, 243
NL 2.03 Produce non-verbal responses to indicate comprehension of familiar text told or read aloud to them with prompting and modeling (e.g., pictures, drama).	Teacher's Edition: 20, 21, 23, 35, 37B, 46, 56, 59, 61, 62, 64, 80, 84, 88, 90, 112, 116, 117, 132, 141, 146, 147, 148, 154, 155, 158, 163, 165, 176, 194, 196, 197, 204, 206, 211, 230, 232, 233, 240, 244
NL 2.04 Repeat modeled language spoken distinctly at a slow speed.	Teacher's Edition: 18, 19, 20, 21, 23, 24, 32, 44, 178, 180, 232, 234, 246
NH 2.01 Begin to use simple words and phrases in addition to using physical actions and other means of non-verbal communication to ask questions to communicate basic needs and other social interactions with prompting and modeling (e.g., match objects, point to answer, draw pictures).	Teacher's Edition: 40, 41, 62, 66, 88, 90, 94, 111B, 130, 194, 196, 230
NH 2.02 Use a variety of non-verbal communication strategies in addition to simple words and phrases to express own ideas or thoughts with prompting and modeling.	Teacher's Edition: 11B, 17, 20, 21, 23, 24, 26, 28, 33, 34, 37B, 38, 44, 46, 47, 49, 50, 52, 62, 63, 64, 68, 70, 74, 76, 85, 88, 91, 92, 95, 100, 109, 111B, 116, 117, 132, 138, 140, 141, 164, 166, 176, 185B, 190, 192, 194, 196, 206, 208, 226, 230, 232, 233, 240, 243
NH 2.03 Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions, and illustrative objects with modeling and prompting.	Teacher's Edition: 244
NH 2.04 Begin to speak a few words using some English phonemes and rudimentary English grammatical forms with prompting and modeling.	Teacher's Edition: 16, 17, 18, 19, 20, 21, 22, 23, 38, 47, 118, 119, 192, 193, 219, 235

Competency Objectives, Grade 5	ACCESS Newcomers
IL 2.01 Use limited vocabulary on familiar topics in discussions with some momentary silence.	Teacher's Edition: 39, 47, 61, 73, 219, 235
IL 2.02 Retell text using limited vocabulary, descriptive words, and paraphrasing with moments of silence.	Teacher's Edition: 191, 242, 244, 245
IL 2.03 Use limited vocabulary to make an oral presentation with moments of silence.	Teacher's Edition: 113, 159, 179, 216, 217
IL 2.04 Begin to be understood when speaking with some inconsistent use of grammatical forms and sounds in English with periods of momentary silence.	Teacher's Edition: 38-109, 112-183, 186-257
IH 2.01 Use expanded vocabulary to carry on discourse in social and academic conversations with occasional difficulty.	Teacher's Edition: 39, 40, 41, 42, 47, 61, 73, 219, 235
IH 2.02 Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulty.	Teacher's Edition: 191, 242, 244, 245
IH 2.03 Speak in English using grammatical forms and sounds with some rules not evident.	Teacher's Edition: 38-109, 112-183, 186-257
A 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with occasional errors.	Teacher's Edition: 39, 47, 61, 73, 219, 235
A 2.02 Retell, narrate, and paraphrase events in detail using expanded vocabulary (e.g., characters, setting, plot).	Teacher's Edition: 191, 242, 244, 245
A 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.	Teacher's Edition: 113, 124, 125, 127, 233, 244
A 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	Teacher's Edition: 38-109, 112-183, 186-257
S 2.01 Use vocabulary effectively to carry on discourse in social and academic conversations with few errors.	Teacher's Edition: 39, 47, 61, 73, 219, 235

Competency Objectives, Grade 5	ACCESS Newcomers
S 2.02 Retell, narrate, and paraphrase events in greater detail using expanded grade-level vocabulary (e.g., characters, setting, plot).	Teacher's Edition: 105, 191, 242, 244, 245
S 2.03 Make oral presentations on a variety of topics using expanded vocabulary with few errors.	Teacher's Edition: 113, 124, 125, 127, 233, 244
S 2.04 Speak in English using consistent grammatical forms and sounds, intonation, pitch, and modulation with few errors.	Teacher's Edition: 38-109, 112-183, 186-257

COMPETENCY GOAL 3: READING

The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.

Competency Objectives, Grade 5	ACCESS Newcomers
NL 3.01 Develop book and print awareness.	Teacher's Edition: 27, 230, 244
NL 3.02 Demonstrate phonemic awareness and knowledge of alphabetic principle.	Teacher's Edition: 12, 13, 14, 15, 23, 192, 193
NL 3.03 Demonstrate sense of story through non-verbal responses (e.g., beginning, middle, end, characters, details).	Teacher's Edition: 244
NL 3.04 Use previously modeled strategies to connect prior knowledge and experiences to the text and make predictions.	Teacher's Edition: 182, 244
NL 3.05 Sequence pictures of a familiar story.	Teacher's Edition: 230
NL 3.06 Recognize that books and other sources provide information through pictures and simple vocabulary.	Teacher's Edition: 23, 232, 244
NL 3.07 Interact with self-selected texts in English commensurate with student's independent reading level and proficiency.	Teacher's Edition: 240, 241, 244, 245
NH 3.01 Demonstrate decoding and word recognition strategies and skills using phonics knowledge of sound-letter relationships to decode regular one-syllable words in simple or patterned text.	Teacher's Edition: 12, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192

Competency Objectives, Grade 5	ACCESS Newcomers
NH 3.02 Recognize some high frequency words in simple or patterned text.	Teacher's Edition: 16, 18, 22
NH 3.03 Respond to simple questions through limited verbal and non-verbal responses when using a simple or patterned text.	Teacher's Edition: 16, 17, 38, 40, 41, 42, 49, 50, 53, 54, 56, 57, 59, 60, 66, 67, 68, 70, 71, 72, 74, 80, 83, 85, 86, 88, 90, 92, 93, 97, 99, 101, 102, 103, 108, 115, 117, 119, 124, 125, 127, 129, 131, 134, 137, 139, 141, 143, 144, 149, 167, 170, 172, 173, 177, 178, 181, 182, 183, 188, 189, 190, 193, 194, 201, 204, 206, 207, 209, 213, 216, 219, 223, 225, 232, 237, 239, 242, 245, 254, 256
NH 3.04 Predict possible events in simple or patterned text before and during reading using gestures, pictures, or other responses.	Teacher's Edition: 182
NH 3.05 Demonstrate comprehension of a story in simple or patterned text through graphic organizers, pictures or responding to simple questions or statements.	Teacher's Edition: 245
NH 3.06 Identify common word families in the text or other written prompt.	Teacher's Edition: 119
NH 3.07 Identify main idea in simple or patterned text using key words or phrases.	Teacher's Edition: 220, 221, 230, 244, 245
NH 3.08 Demonstrate familiarity with a variety of books and selections (e.g., picture books, caption books, short informational texts, plays, reenactments of familiar stories).	Teacher's Edition: 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256
NH 3.09 Read self-selected simple or patterned texts at the student's English language proficiency level to increase vocabulary, concepts, and reading stamina with instructional support and assistance.	Teacher's Edition: 240, 241, 244, 245
IL 3.01 Self monitor decoding by using letter-sound knowledge of consonants and vowels and also using one or two decoding strategies using text commensurate with the student's English language proficiency level (e.g., beginning letters, rimes, length of word, ending letters).	Teacher's Edition: 118, 119, 192, 193

Competency Objectives, Grade 5	ACCESS Newcomers
IL 3.02 Recall basic facts from a text commensurate with the student's English language proficiency level, using limited verbal responses.	Teacher's Edition: 221, 245
IL 3.03 Respond to how, why, and what if questions with some elaboration to demonstrate understanding and/or interpret text commensurate with the student's English language proficiency level.	Teacher's Edition: 167, 189, 229
IL 3.04 Predict possible events in simple or patterned text before and during reading with instructional support.	Teacher's Edition: 182
IL 3.05 Use features of text to demonstrate comprehension of expository text commensurate with the student's reading abilities with direct instruction (e.g., headings, italicized words).	Teacher's Edition: 242
IL 3.06 Begin to identify some significant structural organizational patterns in text commensurate with the student's English language proficiency level (e.g., sequence, cause/effect, fact/opinion).	Teacher's Edition: 230
IL 3.07 Begin to self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level using several strategies.	Teacher's Edition: 240, 241, 244, 245
IL 3.08 Demonstrate familiarity with a variety of fiction and non-fiction books.	Teacher's Edition: 240, 241, 244, 245
IL 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English commensurate with the student's English language proficiency level with some assistance.	Teacher's Edition: 240, 241, 244, 245
IH 3.01 Apply phonics and structural analysis to decode words when reading grade-level text with frequent instructional support (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	Teacher's Edition: 118, 119, 192, 193

Competency Objectives, Grade 5	ACCESS Newcomers
IH 3.02 Identify and interpret elements of fiction and non-fiction in grade-level text with frequent instructional assistance (e.g., conflict, main idea, fact/opinion, supporting details, point of view, resolution).	Teacher’s Edition: 245
IH 3.03 With frequent instructional support use meta-cognitive strategies to comprehend grade level text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	Teacher’s Edition: 105, 191, 240, 241, 242, 244, 245
IH 3.04 Predict possible events in simple or patterned text before and during reading with some instructional support.	Teacher’s Edition: 182
IH 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text with frequent instructional support.	Teacher’s Edition: 189, 245, 246
IH 3.06 Identify some significant structural organizational patterns in text commensurate with the student’s English language proficiency level (e.g., sequence, cause/effect, fact/opinion).	Teacher’s Edition: 230
IH 3.07 Self-monitor own difficulties in comprehending text commensurate with the student’s English language proficiency level using several strategies.	Teacher’s Edition: 240, 241, 244, 245
IH 3.08 Respond to grade-level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with frequent instructional support.	Teacher’s Edition: 240, 241, 244, 245
IH 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English commensurate with the student’s English language proficiency level with assistance as needed.	Teacher’s Edition: 240, 241, 244, 245
A 3.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic) in grade-level text with occasional instructional support.	Teacher’s Edition: 118, 119, 192, 193

Competency Objectives, Grade 5	ACCESS Newcomers
A 3.02 Identify and interpret elements of fiction and non-fiction in grade-level text with little assistance (e.g., plot, conflict, main idea, fact/opinion, supporting details, point of view, resolution).	Teacher’s Edition: 240, 241, 244, 245
A 3.03 With occasional instructional support use meta-cognitive strategies to comprehend grade level text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question).	Teacher’s Edition: 105, 191, 240, 241, 242, 245
A 3.04 Predict possible events in simple or patterned text before and during reading with little instructional support.	Teacher’s Edition: 182
A 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text with occasional instructional support.	Teacher’s Edition: 189, 245, 246
A 3.06 Summarize major points from fiction and nonfiction grade level text(s) to clarify and retain information and ideas with occasional instructional support.	Teacher’s Edition: 105, 191, 210, 230, 244, 245
A 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level with little assistance.	Teacher’s Edition: 240, 241, 244, 245
A 3.08 Respond to grade-level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with occasional instructional support.	Teacher’s Edition: 240, 241, 244, 245
A 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English commensurate with the student's English language proficiency level with assistance as needed.	Teacher’s Edition: 240, 241, 244, 245
S 3.01 Use word identification strategies appropriately and automatically when encountering unknown words in grade-level text (e.g., graphophonic, syntactic, semantic).	Teacher’s Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192

Competency Objectives, Grade 5	ACCESS Newcomers
S 3.02 Identify and interpret elements of fiction and non-fiction in grade-level text without assistance (e.g., plot, conflict, main idea, fact/opinion, supporting details, point of view, resolution).	Teacher's Edition: 240, 241, 244, 245
S 3.03 Use meta-cognitive strategies to comprehend grade level text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question).	Teacher's Edition: 105, 191, 240, 241, 242, 245
S 3.04 Predict possible events in simple or patterned text before and during reading.	Teacher's Edition: 182
S 3.05 Draw conclusions, make generalizations, and gather support by referencing grade-level text.	Teacher's Edition: 189, 245, 246
S 3.06 Summarize major points from fiction and nonfiction grade level text(s) to clarify and retain information and ideas.	Teacher's Edition: 105, 191, 210, 230, 244, 245
S 3.07 Self-monitor own difficulties in comprehending text commensurate with the student's English language proficiency level without assistance.	Teacher's Edition: 240, 241, 244, 245
S 3.08 Respond to grade level fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes with.	Teacher's Edition: 244
S 3.09 Increase vocabulary, concepts, and reading stamina by reading self-selected texts in English.	Teacher's Edition: 240, 241, 244, 245

COMPETENCY GOAL 4: WRITING

The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 5	ACCESS Newcomers
NL 4.01 Copy letters of the English alphabet and space letters appropriately.	Teacher's Edition: 14, 15
NL 4.02 Print first and last name with assistance.	Teacher's Edition: 15, 38

Competency Objectives, Grade 5	ACCESS Newcomers
NL 4.03 Form letters, print words legibly, and copy simple sentences using correct spacing with modeling.	Teacher's Edition: 13, 14, 15, 17, 19, 23, 31
NL 4.04 Draw pictures and use letters to write about experiences, stories, people, objects and events with direct instruction and assistance.	Teacher's Edition: 17, 19, 21, 23, 35, 38, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 62, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 88, 89, 90, 91, 93, 94, 95, 97, 99, 101, 103, 105, 107, 109, 113, 130, 194, 196, 230
NL 4.05 Copy to compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).	Teacher's Edition: 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257
NL 4.06 Check copying for accuracy.	Teacher's Edition: 14
NH 4.01 Print legibly with appropriate capitalization (e.g., form letters, space words and sentences).	Teacher's Edition: 13, 15, 17, 21, 23, 216, 217
NH 4.02 Begin to use correct word order, spacing, and punctuation in own writing with assistance.	Teacher's Edition: 216, 217, 218, 219
NH 4.03 Spell previously studied emergent sight words correctly.	Teacher's Edition: 41, 43, 45, 47
NH 4.04 Begin to compose simple sentences on a single topic with direct instruction, support materials, and organizational strategies (e.g., graphic organizers).	Teacher's Edition: 43, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242
NH 4.05 Compose a simple sentence with direct instruction and support materials (e.g., word walls, personal dictionaries, teacher modeling, peer assistance).	Teacher's Edition: 43, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242
NH 4.06 Use editing to check and confirm correct use of conventions, complete sentences and correct word order in sentences.	Teacher's Edition: 242, 243
IL 4.01 Use correct capitalization independently with occasional errors.	Teacher's Edition: 41, 243

Competency Objectives, Grade 5	ACCESS Newcomers
IL 4.02 Compose sentences with correct subject and verb agreement for regular verbs in the present tense.	Teacher's Edition: 41, 179, 205, 221
IL 4.03 Apply rules of spelling conventions independently in own writing (e.g., sound patterns, visual patterns, silent letters).	Teacher's Edition: 243
IL 4.04 Compose one paragraph with topic sentence and supporting details with assistance and use of reference materials.	Teacher's Edition: 220
IL 4.05 Write logical sentences in sequence using descriptive words and phrases.	Teacher's Edition: 210, 240, 243
IL 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.	Teacher's Edition: 229, 231, 240, 249
IH 4.01 Use capitalization and punctuation independently with few errors.	Teacher's Edition: 41, 45, 217, 221, 243
IH 4.02 Compose compound sentences using regular verbs appropriately, but with inconsistent use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	Teacher's Edition: 38, 39, 40, 41, 45, 49, 51, 57, 63, 65, 70, 71, 72, 73, 86, 87, 89, 91, 99, 101, 103, 122, 123, 131, 133, 135, 139, 141, 142, 143, 144, 145, 153, 155, 165, 187, 189, 191, 193, 203, 205, 207, 221, 233, 239, 251, 257
IH 4.03 Identify misspellings of most high frequency words and use reference materials with occasional instructional assistance to correct misspellings in own writing.	Teacher's Edition: 243
IH 4.04 Compose several paragraphs with topic sentences, supporting details, and some evidence of logical progression (e.g., some use of transition words).	Teacher's Edition: 109, 231
IH 4.05 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with some instructional support.	Teacher's Edition: 229, 231, 240, 249

Competency Objectives, Grade 5	ACCESS Newcomers
A 4.01 Use correct capitalization and punctuation automatically.	Teacher's Edition: 41, 45, 217, 221, 243
A 4.02 Compose compound sentences using regular verbs appropriately with occasional errors in the use of adverbs, prepositions, conjunctions and irregular verbs in all tenses.	Teacher's Edition: 38, 39, 40, 41, 45, 49, 51, 57, 63, 65, 70, 71, 72, 73, 86, 87, 89, 91, 99, 101, 103, 122, 123, 131, 133, 135, 139, 141, 142, 143, 144, 145, 153, 155, 165, 187, 189, 191, 193, 203, 205, 207, 221, 233, 239, 251, 257
A 4.03 Spell correctly previously studied words and use reference materials to identify and correct grade-level spelling words in own writing.	Teacher's Edition: 166, 167, 243
A 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic with occasional assistance.	Teacher's Edition: 109, 231
A 4.05 Produce work that follows the conventions of particular genres with occasional assistance (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, and letters of complaint).	Teacher's Edition: 242
A 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases with little assistance.	Teacher's Edition: 229, 231, 240, 249
S 4.01 Use correct capitalization and punctuation with very few errors.	Teacher's Edition: 41, 243
S 4.02 Compose compound sentences using regular verbs appropriately with no errors in the use of adverbs, prepositions, conjunctions, and irregular verbs in all tenses.	Teacher's Edition: 38, 39, 40, 41, 45, 49, 51, 57, 63, 65, 70, 71, 72, 73, 86, 87, 89, 91, 99, 101, 103, 122, 123, 131, 133, 135, 139, 141, 142, 143, 144, 145, 153, 155, 165, 187, 189, 191, 193, 203, 205, 207, 221, 233, 239, 251, 257
S 4.03 Spell correctly appropriate grade-level words and use reference materials to identify and correct grade-level spelling words in own writing.	Teacher's Edition: 166, 167, 243

Competency Objectives, Grade 5	ACCESS Newcomers
S 4.04 Compose multiple paragraphs with logical progression and movement of ideas, coherence, elaboration, and concluding statement related to the topic.	Teacher's Edition: 109, 231
S 4.05 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	Teacher's Edition: 89, 171, 178, 182, 186, 242
S 4.06 Use focused review to edit correct use of plural forms of commonly used nouns and common contractions, sequence of events, and addition of descriptive words and phrases.	Teacher's Edition: 229, 231, 240, 249

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 correlated to

North Carolina English Language Development

Standard Course of Study and Grade Level Competencies

Grade 6

COMPETENCY GOAL 1: LISTENING

The learner will comprehend spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 6	ACCESS Newcomers
NL 1.01 Demonstrate a beginning awareness of English phonetic sounds.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NL 1.02 Respond appropriately to basic classroom procedural instructions and directions.	Teacher's Edition: 38-109, 112-183, 186-257
NL 1.03 Demonstrate comprehension of verbal cues of concrete academic concepts and informational materials through non-verbal responses (e.g., pointing, drawing, gesturing).	Teacher's Edition: 11B, 17, 20, 21, 22, 23, 29, 35, 37B, 44, 46, 47, 48, 56, 62, 64, 68, 72, 74, 88, 90, 112, 114, 115, 116, 118, 132, 134, 136, 138, 141, 142, 148, 149, 154, 155, 164, 165, 170, 183, 186, 194, 196, 206, 212, 230, 232, 233, 236, 240, 254
NH 1.01 Demonstrate basic understanding of English phonemes.	Teacher's Edition: 13, 15, 16, 17, 18, 19, 22, 118
NH 1.02 Demonstrate basic comprehension of previewed vocabulary, concepts and instructions through non-verbal and verbal responses.	Teacher's Edition: 38-109, 112-183, 186-257
NH 1.03 Begin making connections on informational material on familiar topics with assistance.	Teacher's Edition: 186, 189, 204, 206, 234, 238
IL 1.01 Listen to stories or information and identify key details and concepts through verbal and non-verbal responses.	Teacher's Edition: 62, 66, 72, 78, 88, 97, 106, 120, 134, 154, 168, 194, 196, 244
IL 1.02 Differentiate between minimal pairs according to initial and final sound differences.	Teacher's Edition: 192

Competency Objectives, Grade 6	ACCESS Newcomers
IL 1.03 Explore an awareness of language conventions and usage during oral presentations.	Teacher's Edition: 113, 159, 179, 216, 217
IH 1.01 Identify main idea and some supporting details from a variety of genres in discussion orally.	Teacher's Edition: 220, 221, 230, 244, 245
IH 1.02 Differentiate between minimal pairs according to initial, final, and medial sound differences.	Teacher's Edition: 192
IH 1.03 Recognize differences in regional pronunciation.	Not covered in this text.
IH 1.04 Develop familiarity with language conventions and usage during oral presentations.	Teacher's Edition: 113, 159, 179, 216, 217
IH 1.05 Monitor own understanding of group discussions and seek clarification.	Teacher's Edition: 30, 39, 124, 206, 214, 224, 238, 242, 245
A 1.01 Develop and apply appropriate criteria to evaluate the quality of communication, language usage, literacy, and media techniques that are presented orally with assistance.	Teacher's Edition: 159, 179, 240
A 1.02 Recognize and reflect on the quality of the communication by drawing conclusions based on evidence, reasons, and relevant information with assistance.	Teacher's Edition: 189, 245, 246
A 1.03 Recognize basic dialectical differences.	Not covered in this text.
A 1.04 Recognize some errors in everyday speech.	Teacher's Edition: 159, 179, 240
S 1.01 Explore expressive materials that are heard by participating in group discussions on books or media.	Teacher's Edition: 244, 245
S 1.02 Interact appropriately in group settings by listening attentively, showing empathy, and monitoring own understanding.	Teacher's Edition: 30, 39, 124, 206, 214, 224, 238, 242, 245
S 1.03 Identify the purpose of the speaker (e.g., propaganda techniques).	Not covered in this text.

Competency Objectives, Grade 6	ACCESS Newcomers
S 1.04 Extend vocabulary knowledge by internalizing new words, idioms, etc., that are heard.	Teacher's Edition: 38-109, 112-183, 186-257

COMPETENCY GOAL 2: SPEAKING

The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 6	ACCESS Newcomers
NL 2.01 Recognize and pronounce correctly most letters of the alphabet.	Teacher's Edition: 12, 13, 14, 15, 23
NL 2.02 Recognize and pronounce correctly a number of English phonemes.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NL 2.03 Recognize and repeat simple vocabulary.	Teacher's Edition: 38-109, 112-183, 186-257
NL 2.04 Respond to basic questions such as involving personal details using one or two-word answers.	Teacher's Edition: 21, 38, 39, 40, 41, 42, 49
NL 2.05 Begins to recognize and respond to basic communications needs in social and academic settings such as common greetings and commands.	Teacher's Edition: 39, 47, 61, 73, 219, 235
NH 2.01 Identify and pronounce correctly all letters of the alphabet.	Teacher's Edition: 12, 13, 14, 15, 23
NH 2.02 Identify and pronounce correctly a number of English phonemes and blends consisting of 1-3 letters.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NH 2.03 Produce simple vocabulary, such as single words or short phrases, to communicate basic needs in social and academic settings.	Teacher's Edition: 39, 47, 61, 73, 219, 235
NH 2.04 Respond to simple questions on familiar topics using short phrases and yes/no answers.	Teacher's Edition: 21, 38, 39, 40, 41, 42, 49, 92, 169
NH 2.05 Begin to ask questions to seek information using simple phrases or sentences.	Teacher's Edition: 38, 39, 42, 44, 46

Competency Objectives, Grade 6	ACCESS Newcomers
IL 2.01 Begin to use words, phrases, and sentences representing learned and some new vocabulary.	Teacher's Edition: 38-109, 112-183, 186-257
IL 2.02 Begin to demonstrate common verb tense forms including some irregular forms.	Teacher's Edition: 73, 89, 97, 99, 123, 141, 155, 187, 189, 191
IL 2.03 Participate in guided discussions and social conversations on familiar topics, although speaker will often demonstrate the use of repetition and circumlocution to make himself understood.	Teacher's Edition: 16, 22, 26, 28, 39, 40, 41, 42, 58, 60, 62, 70, 72, 78, 80, 86, 88, 90, 94, 96, 98, 101, 102, 103, 105, 107, 116, 120, 122, 124, 148, 154, 161, 162, 164, 178, 182, 186, 188, 190, 198, 220, 225, 226, 228, 230, 231, 234, 237, 238, 240, 243, 246, 249, 250, 251, 253, 255, 256
IL 2.04 Participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers.	Teacher's Edition: 113, 124, 125, 127, 233, 244
IL 2.05 Use and respond correctly to yes/no questions and some open-ended questions on familiar topics, including content-based material.	Teacher's Edition: 21, 41, 42, 92, 127, 169
IL 2.06 Begin to retell information acquired through reading and/or listening.	Teacher's Edition: 191, 242, 244, 245
IH 2.01 Use and recombine words, phrases, and sentences representing new and learned vocabulary, such as words with multiple meanings.	Teacher's Edition: 38-109, 112-183, 186-257
IH 2.02 Demonstrate sufficient accuracy so as to be clearly understood in the use of common verb tense forms, past, present, future in oral expression, such as present third person singular and simple past endings.	Teacher's Edition: 73, 89, 97, 99, 123, 141, 155, 187, 189, 191
IH 2.03 Demonstrate some use of basic figurative language and common idioms.	Teacher's Edition: 196, 197
IH 2.04 Sustain conversations on familiar topics with errors that don't interfere with meaning.	Teacher's Edition: 39, 47, 61, 73, 219, 235
IH 2.05 Initiate group discussions on academic topics in oral expression with assistance.	Teacher's Edition: 125, 152, 241

Competency Objectives, Grade 6	ACCESS Newcomers
IH 2.06 Provide responses demonstrating some understanding of connections, inference, and hidden messages.	Teacher's Edition: 48, 49, 186, 189, 204, 206
IH 2.07 Paraphrase information acquired through reading and/or listening with sufficient detail.	Teacher's Edition: 105, 191, 242, 244, 245
A 2.01 Use moderately complex grammar structures in oral expression.	Teacher's Edition: 197, 225
A 2.02 Demonstrate high degree of fluency in the use of common parts of speech.	Teacher's Edition: 47, 55, 205
A 2.03 Demonstrate the use of figurative language and idioms with occasional errors that obscure meaning.	Teacher's Edition: 196, 197
A 2.04 Use of more complex language structures with errors that occasionally obscure meaning (e.g., subject-verb agreement, appositives, clauses).	Teacher's Edition: 195, 201, 203, 205, 207, 221
A 2.05 Engage in extended discussions on a broad range of topics.	Teacher's Edition: 16, 22, 26, 28, 39, 40, 41, 42, 58, 60, 62, 70, 72, 73, 78, 80, 86, 88, 90, 94, 96, 98, 101, 102, 103, 105, 107, 116, 120, 122, 124, 148, 152, 154, 160, 161, 162, 164, 178, 182, 186, 188, 190, 198, 220, 224, 225, 226, 228, 230, 231, 234, 237, 238, 240, 243, 246, 249, 250, 251, 253, 255, 256
A 2.06 Provide responses demonstrating understanding of connections, interpretation, and critical thinking, such as author bias and emotional factors.	Teacher's Edition: 48, 178, 182, 204, 228
A 2.07 Summarize in sufficient detail, information acquired through reading and/or listening with limited assistance.	Teacher's Edition: 105, 186, 191, 204, 210, 228, 230, 244, 245
A 2.08 Conduct conversations with a high level of fluency and clarity.	Teacher's Edition: 221, 224, 241, 253
A 2.09 Demonstrate some understanding of literary elements (e.g., plot, theme, point of view).	Teacher's Edition: 244, 245

Competency Objectives, Grade 6	ACCESS Newcomers
S 2.01 Narrate a fictional or autobiographical account with coherent organizing structure, specific detail, and appropriate strategies.	Teacher's Edition: 48, 242
S 2.02 Discuss books and other media formally and informally.	Teacher's Edition: 240, 241, 244, 245
S 2.03 Express empathy, contribute relevant comments, and seek clarification in group settings.	Teacher's Edition: 30, 39, 124, 206, 214, 224, 238, 242, 245
S 2.04 Reflect on personal learning growth and changes in perspective throughout the learning process.	Teacher's Edition: 183, 186, 189, 204, 206, 245, 246
S 2.05 Respond to informational material by restating and generating questions.	Teacher's Edition: 211
S 2.06 Prepare individual or group presentations.	Teacher's Edition: 35, 41, 56, 59, 105, 113, 154, 181, 188, 196, 197, 211, 223, 244, 253
S 2.07 Discuss literature in teacher-student conferences and small group discussions.	Teacher's Edition: 240, 241, 244, 245
S 2.08 Discuss the effects of literary devices, such as figurative language, dialogue, and flashback.	Teacher's Edition: 196, 197
S 2.09 Be able to explain text elements (e.g., plot, theme, point of view, characterization, mood, style).	Teacher's Edition: 244, 245
S 2.10 Speak using correct subject-verb agreement, parts of speech, pronouns including clear antecedents, and phrases and clauses.	Teacher's Edition: 47, 55, 195, 201, 203, 205, 207, 221
S 2.11 Develop an awareness of language conventions and usage during oral presentations.	Teacher's Edition: 113, 159, 179, 216, 217

COMPETENCY GOAL 3: READING

The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.

Competency Objectives, Grade 6	ACCESS Newcomers
NL 3.01 Develop print awareness including directionality, spacing, capitalization, and punctuation.	Teacher's Edition: 216, 217, 243
NL 3.02 Recognize and pronounce correctly most letters of the alphabet in print and hand-written form.	Teacher's Edition: 12, 13, 14, 15
NL 3.03 Read and determine the meaning of images, signs and written words through body language or simple words and phrases, such as from picture dictionaries and survival signs.	Teacher's Edition: 38-109, 112-183, 186-257
NL 3.04 Read simple patterned, decodable and predictable text.	Teacher's Edition: 20, 21, 23
NH 3.01 Read some words by sight with the use of a bilingual dictionary (e.g., common words, own name, environmental print like signs, labels and trademarks).	Teacher's Edition: 34, 35, 166
NH 3.02 Develop an understanding of and read basic letter patterns and word families.	Teacher's Edition: 33, 35, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257
NH 3.03 Increase fluency and comprehension of simple narrative and descriptive text involving single phrases and vocabulary that meet survival needs (e.g., names, addresses, dates, short informative signs, maps, graphs, graphic organizers, charts, and tables).	Teacher's Edition: 16, 17, 24, 25, 30, 31, 32, 33, 42, 183, 246
NH 3.04 Read self-generated, teacher scribed, personal experience stories.	Teacher's Edition: 145

Competency Objectives, Grade 6	ACCESS Newcomers
NH 3.05 Read and understand simple, familiar, and sequential text with visual support and teacher assistance.	Teacher's Edition: 16, 17, 210, 211, 240, 241
IL 3.01 Apply knowledge of phonics and syntactic structures to decode regular multi-syllabic words when reading texts.	Teacher's Edition: 192, 193
IL 3.02 Partially use details in context to extract meaning from a variety of texts for specific functions.	Teacher's Edition: 169, 220
IL 3.03 Identify common figurative and idiomatic language in text with assistance.	Teacher's Edition: 196, 197
IL 3.04 Interact with the text before, during, and after reading with assistance.	Teacher's Edition: 240, 241, 244, 245
IL 3.05 Demonstrate comprehension of simple material, including short discourse on familiar topics in expository and narrative texts.	Teacher's Edition: 220, 221, 240, 241, 243, 244, 245
IL 3.06 Recognize and respond to basic characteristics of different literary genres with assistance.	Teacher's Edition: 61, 244, 245
IL 3.07 Increase reading fluency and comprehension through effective reading strategies.	Teacher's Edition: 240, 241, 244, 245
IH 3.01 Apply phonics knowledge and syntactic structures to develop automaticity in comprehending roots, suffixes, prefixes, less-common vowel patterns, and syllable breaks in texts.	Teacher's Edition: 192, 193
IH 3.02 Demonstrate critical comprehension of familiar, grade-level texts with assistance.	Teacher's Edition: 48, 178, 182, 204, 228
IH 3.03 Identify elements of genres, and support by using information from the text with assistance (e.g. referencing).	Teacher's Edition: 244, 245
IH 3.04 Explore the text before, during, and after reading.	Teacher's Edition: 240, 241, 244, 245

Competency Objectives, Grade 6	ACCESS Newcomers
IH 3.05 Recognize some literary techniques and devices, such as dialogue and flashback with assistance.	Teacher's Edition: 40, 196, 197
IH 3.06 Extend vocabulary knowledge by using context clues or structural analysis of words.	Teacher's Edition: 169, 170, 178
A 3.01 Investigate and interpret information in grade-level texts with assistance.	Teacher's Edition: 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256
A 3.02 Explore grade-level texts by making connections, drawing conclusions, and making inferences with assistance.	Teacher's Edition: 186, 189, 204, 206, 245, 246
A 3.03 Apply a variety of reading and critical thinking strategies appropriate to purpose, such as informational text.	Teacher's Edition: 240, 241, 244, 245
A 3.04 Discuss and expand the use of literary devices (e.g., figurative language).	Teacher's Edition: 196, 197
A 3.05 Interpret text using literary elements with assistance (e.g., plot, theme, character, setting).	Teacher's Edition: 244, 245
A 3.06 Read, discuss, and interact with a variety of literary genres.	Teacher's Edition: 240, 241, 244, 245
S 3.01 Explore, interpret, and reflect upon expressive written materials through journaling and discussion.	Teacher's Edition: 171, 181
S 3.02 Explore informational materials from multiple print and non-print sources.	Teacher's Edition: 171, 186, 257
S 3.03 Explore and respond to public documents by establishing a position through argument and problem solving.	Teacher's Edition: 61

Competency Objectives, Grade 6	ACCESS Newcomers
S 3.04 Recognize and develop the stance of a critic by determining the purpose of the author and applying appropriate criteria to evaluate text and multimedia.	Not covered in this text.
S 3.05 Increase fluency, comprehension, and insight by using effective reading strategies and discussing various literary genres.	Teacher’s Edition: 240, 241, 244, 245
S 3.06 Explore the role and use of dialects in different genres and contexts in English.	Not covered in this text.

COMPETENCY GOAL 4: WRITING

The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 6	ACCESS Newcomers
NL 4.01 Write legibly all letters of the alphabet in upper and lowercase.	Teacher’s Edition: 13, 14, 15
NL 4.02 Understand directionality and spacing.	Teacher’s Edition: 14, 15
NL 4.03 Copy from printed text.	Teacher’s Edition: 11B, 15, 17, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257
NL 4.04 Write name, date, address, and phone number.	Teacher’s Edition: 15, 24, 25, 42, 43, 98, 99
NL 4.05 Label common nouns such as body parts, classroom/school words.	Teacher’s Edition: 31, 34, 35, 38, 39, 44, 45
NL 4.06 Produce simple sentences using guided writing strategies.	Teacher’s Edition: 43, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242
NL 4.07 Begin to use a variety of strategies in the writing process with assistance.	Teacher’s Edition: 242, 243

Competency Objectives, Grade 6	ACCESS Newcomers
NL 4.08 Begin to use a bilingual dictionary to aid writing with assistance.	Teacher's Edition: 166
NH 4.01 Write and spell high frequency words and short sentences.	Teacher's Edition: 19, 21, 23, 43, 45, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242
NH 4.02 Write simple sentences with some mistakes in spelling, capitalization, and punctuation.	Teacher's Edition: 45, 217, 221
NH 4.03 Write a simple personal narrative with assistance.	Teacher's Edition: 242
NH 4.04 Use a graphic organizer to enhance the writing process with assistance.	Teacher's Edition: 210, 240, 242, 243
NH 4.05 Organize and write sentences in sequential order with assistance.	Teacher's Edition: 210, 240, 243
NH 4.06 Begin to produce informational materials such as brochures, postcards or book jackets using a variety of sources.	Teacher's Edition: 134
NH 4.07 Begin to use present, present progressive, and simple past in simple sentences (e.g., verb + ing, verb + ed).	Teacher's Edition: 63, 89, 99, 141
NH 4.08 Begin to use some irregular past tense verbs (e.g., was, had, ran).	Teacher's Edition: 155, 191
NH 4.09 Use a bilingual dictionary to aid writing.	Teacher's Edition: 166
IL 4.01 Begin to take simple notes from dictation.	Teacher's Edition: 178
IL 4.02 Demonstrate control of basic sentence construction and use of standard conventions such as spelling rules and subject verb agreement with assistance.	Teacher's Edition: 217, 218, 219, 243
IL 4.03 Write in present, past, and future tenses with some errors.	Teacher's Edition: 63, 89, 99, 141

Competency Objectives, Grade 6	ACCESS Newcomers
IL 4.04 Produce simple paragraphs with some errors using common language structures with assistance (e.g., personal letters, brief journal entries, short reports on familiar topics).	Teacher's Edition: 220, 221
IL 4.05 Produce simple brochures and newsletters using various sources with assistance.	Teacher's Edition: 134, 136
IL 4.06 Produce simple written responses to content area texts with assistance.	Teacher's Edition: 48, 49, 86, 91, 102, 170, 175, 242
IH 4.01 Take notes in some detail on familiar topics.	Teacher's Edition: 178
IH 4.02 Demonstrate control of more complex sentence construction, including learned vocabulary, simple idioms and figurative language, as well as the frequent use of standard conventions, with assistance.	Teacher's Edition: 196, 197
IH 4.03 Exhibit the use of helping verbs in past, present and future tenses.	Teacher's Edition: 73
IH 4.04 Construct more advanced paragraphs demonstrating main idea and supporting details with assistance (e.g., brochures, newsletters).	Teacher's Edition: 220, 221
IH 4.05 Respond to academic content by using advance preparation, graphic organizers, reference materials, and native language support materials with assistance.	Teacher's Edition: 210, 240, 242, 243
IH 4.06 Express opinions and reactions to a variety of media on familiar topics in simple form with assistance (e.g., journaling).	Teacher's Edition: 171
A 4.01 Demonstrate some proficiency in note-taking using varieties of organizational strategies.	Teacher's Edition: 178, 210, 240, 242, 243
A 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, and demonstrate consistency in tense usage with limited assistance.	Teacher's Edition: 63, 89, 99, 141, 196, 197

Competency Objectives, Grade 6	ACCESS Newcomers
A 4.03 Write multi-paragraph essays using the writing process with limited assistance (e.g., advance preparation, graphic organizers, reference materials, native language support materials, reference materials).	Teacher’s Edition: 221, 242, 243
A 4.04 Respond to academic content using advance preparation, graphic organizers, reference materials, and native language support material.	Teacher’s Edition: 210, 220, 240, 242, 243
A 4.05 Write to a variety of audiences using different styles with limited assistance.	Teacher’s Edition: 61, 221, 242
S 4.01 Respond to expressive materials by generating a learning log or journal.	Teacher’s Edition: 11B, 15, 43, 47, 49, 57, 77, 112, 168
S 4.02 Respond to informational material by restating and summarizing information.	Teacher’s Edition: 61, 218, 235, 245
S 4.03 Respond to public documents such as editorials and school policies by summarizing the author’s purpose and stance and communicating the position clearly, appropriately, and logically.	Teacher’s Edition: 61
S 4.04 Explore the problem-solution process by preparing individual or group essays.	Teacher’s Edition: 97, 182
S 4.05 Write correctly a variety of sentence types, including punctuation.	Teacher’s Edition: 216, 217, 218, 219
S 4.06 Write with appropriate subject-verb agreement, parts of speech, pronouns, phrases and clauses.	Teacher’s Edition: 195, 201, 203, 205, 207, 221
S 4.07 Use a dictionary and other reference sources to extend vocabulary.	Teacher’s Edition: 166, 167
S 4.08 Apply proofreading symbols when editing.	Not covered in this text.
S 4.09 Produce final drafts that demonstrate accurate spelling, punctuation, and capitalization.	Teacher’s Edition: 216, 217, 221

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 correlated to
North Carolina English Language Development
Standard Course of Study and Grade Level Competencies
Grade 7

COMPETENCY GOAL 1: LISTENING

The learner will comprehend spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 7	ACCESS Newcomers
NL 1.01 Demonstrate a beginning awareness of English phonetic sounds.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NL 1.02 Respond appropriately to basic classroom procedural instructions and directions.	Teacher's Edition: 38-109, 112-183, 186-257
NL 1.03 Demonstrate comprehension of verbal cues of concrete academic concepts and informational materials through non-verbal responses (e.g., pointing, drawing, gesturing).	Teacher's Edition: 11B, 17, 20, 21, 22, 23, 29, 35, 37B, 44, 46, 47, 48, 56, 62, 64, 68, 72, 74, 88, 90, 112, 114, 115, 116, 118, 132, 134, 136, 138, 141, 142, 148, 149, 154, 155, 164, 165, 170, 183, 186, 194, 196, 206, 212, 230, 232, 233, 236, 240, 254
NH 1.01 Demonstrate basic understanding of English phonemes.	Teacher's Edition: 13, 15, 16, 17, 18, 19, 22, 118
NH 1.02 Demonstrate basic comprehension of oral presentations and instructions through non-verbal and verbal responses.	Teacher's Edition: 38-109, 112-183, 186-257
NH 1.03 Begin making connections with informational material on familiar topics with assistance.	Teacher's Edition: 186, 189, 204, 206, 234, 238
IL 1.01 Listen to stories or information and identify key details and concepts through verbal and non-verbal responses.	Teacher's Edition: 62, 66, 72, 78, 88, 97, 106, 120, 134, 154, 168, 194, 196, 244
IL 1.02 Differentiate between minimal pairs according to initial and final sound differences.	Teacher's Edition: 192

Competency Objectives, Grade 7	ACCESS Newcomers
IL 1.03 Explore an awareness of language conventions and usage during oral presentations.	Teacher's Edition: 113, 159, 179, 216, 217
IH 1.01 Identify main idea and some supporting details from a variety of genres that are presented orally.	Teacher's Edition: 220, 221, 230, 244, 245
IH 1.02 Differentiate between minimal pairs according to initial, final, and medial sound differences.	Teacher's Edition: 192
IH 1.03 Recognize differences in regional pronunciation.	Not covered in this text.
IH 1.04 Develop familiarity with language conventions during oral presentations.	Teacher's Edition: 113, 159, 179, 216, 217
IH 1.05 Monitor own understanding of group discussions and seek clarification.	Teacher's Edition: 30, 39, 124, 206, 214, 224, 238, 242, 245
A 1.01 Analyze and evaluate the quality of communication, language usage, literacy, and media techniques that are presented orally with assistance.	Teacher's Edition: 159, 170, 179, 240
A 1.02 Draw conclusions based on evidence, reasons, and relevant information with assistance.	Teacher's Edition: 189, 245, 246
A 1.03 Recognize basic dialectical differences.	Not covered in this text.
A 1.04 Recognize some errors in everyday speech.	Teacher's Edition: 159, 179, 240
S 1.01 Analyze and evaluate the quality of communication, language usage, literacy, and media techniques that are presented orally.	Teacher's Edition: 159, 179, 240
S 1.02 Analyze and evaluate the quality of the communications by drawing conclusion with assistance based on evidence, reasons, and relevant information.	Teacher's Edition: 189, 245, 246

COMPETENCY GOAL 2: SPEAKING

The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 7	ACCESS Newcomers
NL 2.01 Recognize and pronounce correctly most letters of the alphabet.	Teacher's Edition: 12, 13, 14, 15, 23
NL 2.02 Recognize and pronounce correctly a number of English phonemes.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NL 2.03 Recognize and repeat simple vocabulary.	Teacher's Edition: 38-109, 112-183, 186-257
NL 2.04 Respond to basic questions such as involving personal details using one or two-word answers.	Teacher's Edition: 21, 38, 39, 40, 41, 42, 49
NL 2.05 Begins to recognize and respond to basic needs in social and academic settings such as common greetings and commands.	Teacher's Edition: 39, 47, 61, 73, 219, 235
NH 2.01 Identify and pronounce correctly all letters of the alphabet.	Teacher's Edition: 12, 13, 14, 15, 23
NH 2.02 Identify and pronounce correctly a number of English phonemes and blends consisting of 1-3 letters.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NH 2.03 Produce simple vocabulary, such as single words or short phrases, to communicate basic needs in social and academic settings.	Teacher's Edition: 39, 47, 61, 73, 219, 235
NH 2.04 Respond to simple questions on familiar topics using short phrases and yes/no answers.	Teacher's Edition: 21, 38, 39, 40, 41, 42, 49, 92, 169
NH 2.05 Begin to ask questions to seek information using simple phrases or sentences.	Teacher's Edition: 38, 39, 42, 44, 46
IL 2.01 Begin to use some words, phrases, and sentences representing new vocabulary.	Teacher's Edition: 38-109, 112-183, 186-257
IL 2.02 Begin to demonstrate common verb tense forms including some irregular forms.	Teacher's Edition: 73, 89, 97, 99, 123, 141, 155, 187, 189, 191

Competency Objectives, Grade 7	ACCESS Newcomers
IL 2.03 Participate in guided discussions and social conversations on familiar topics, although speaker may often demonstrate the use of repetition and circumlocution to make himself understood.	Teacher's Edition: 16, 22, 26, 28, 39, 40, 41, 42, 58, 60, 62, 70, 72, 78, 80, 86, 88, 90, 94, 96, 98, 101, 102, 103, 105, 107, 116, 120, 122, 124, 148, 154, 161, 162, 164, 178, 182, 186, 188, 190, 198, 220, 225, 226, 228, 230, 231, 234, 237, 238, 240, 243, 246, 249, 250, 251, 253, 255, 256
IL 2.04 Participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers.	Teacher's Edition: 113, 124, 125, 127, 153, 257
IL 2.05 Use and respond correctly to yes/no questions and some open-ended questions on familiar topics, including content-based material.	Teacher's Edition: 21, 41, 42, 92, 127, 169
IL 2.06 Begin to retell information acquired through reading and/or listening.	Teacher's Edition: 191, 242, 244, 245
IH 2.01 Use words, phrases, and sentences representing new and vocabulary such as words with multiple meanings.	Teacher's Edition: 38-109, 112-183, 186-257
IH 2.02 Demonstrate sufficient accuracy so as to be clearly understood in the use of common verb tense forms, past, present, future in oral expression, such as present third person singular and simple past endings.	Teacher's Edition: 73, 89, 97, 99, 123, 141, 155, 187, 189, 191
IH 2.03 Demonstrate some use of basic figurative language and common idioms.	Teacher's Edition: 196, 197
IH 2.04 Sustain conversations on familiar and academic topics with minimal error.	Teacher's Edition: 39, 47, 61, 73, 125, 152, 219, 235, 241
IH 2.05 Initiate group discussions on academic topics in oral expression with assistance.	Teacher's Edition: 125, 152, 241
IH 2.06 Provide responses demonstrating some use of connections and interpretation.	Teacher's Edition: 48, 49, 186, 189, 204, 206
IH 2.07 Paraphrase information acquired through reading or listening with sufficient detail.	Teacher's Edition: 105, 191, 242, 244, 245
A 2.01 Use moderately complex grammar structures in oral expression.	Teacher's Edition: 197, 225

Competency Objectives, Grade 7	ACCESS Newcomers
A 2.02 Demonstrate high degree of fluency in the use of common parts of speech.	Teacher's Edition: 47, 55, 205
A 2.03 Demonstrate the use of figurative language and idioms with occasional errors that obscure meaning.	Teacher's Edition: 196, 197
A 2.04 Use of more complex language structures with errors that occasionally obscure meaning (e.g., subject-verb agreement, appositives, clauses, etc.)	Teacher's Edition: 195, 201, 203, 205, 207, 221
A 2.05 Engage in extended discussions on a broad range of topics.	Teacher's Edition: 16, 22, 26, 28, 39, 40, 41, 42, 58, 60, 62, 70, 72, 73, 78, 80, 86, 88, 90, 94, 96, 98, 101, 102, 103, 105, 107, 116, 120, 122, 124, 148, 152, 154, 160, 161, 162, 164, 178, 182, 186, 188, 190, 198, 220, 224, 225, 226, 228, 230, 231, 234, 237, 238, 240, 243, 246, 249, 250, 251, 253, 255, 256
A 2.06 Provide responses demonstrating use of connections, interpretation, and critical thinking.	Teacher's Edition: 48, 178, 182, 204, 228
A 2.07 Summarize in sufficient detail, information acquired through reading or listening with limited assistance.	Teacher's Edition: 105, 186, 191, 204, 210, 228, 230, 244, 245
A 2.08 Conduct conversations with a high level of fluency and clarity.	Teacher's Edition: 221, 224, 241, 253
S 2.01 Use complex syntactic structures in oral expressions.	Teacher's Edition: 182, 224
S 2.02 Demonstrate fluency with common parts of speech.	Teacher's Edition: 47, 55, 205
S 2.03 Demonstrate the use of figurative language and idioms with errors that do not interfere with meaning.	Teacher's Edition: 196, 197
S 2.04 Use complex language structures in presentations and discussions in a broad range of topics.	Teacher's Edition: 113, 182, 224, 257

Competency Objectives, Grade 7		ACCESS Newcomers
S 2.05	Refine critical thinking skills by responding appropriately.	Teacher's Edition: 182
S 2.06	Summarize with detail, information acquired through reading or listening.	Teacher's Edition: 105, 186, 191, 204, 210, 228, 230, 244, 245
S 2.07	Conduct conversations to express individual views in a variety of issues.	Teacher's Edition: 221, 253

COMPETENCY GOAL 3: READING

The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.

Competency Objectives, Grade 7		ACCESS Newcomers
NL 3.01	Develop print awareness including directionality, spacing, capitalization, and punctuation.	Teacher's Edition: 216, 217, 243
NL 3.02	Recognize and pronounce correctly most letters of the alphabet in print and hand-written form.	Teacher's Edition: 12, 13, 14, 15
NL 3.03	Read and determine the meaning of basic information signs, simple words and phrases with the use of picture dictionaries.	Teacher's Edition: 38-109, 112-183, 186-257
NL 3.04	Read simple patterned, decodable and predictable text.	Teacher's Edition: 20, 21, 23
NH 3.01	Read some words by sight and use a basic word or bilingual dictionary (e.g., common words, own name, environmental print, signs, labels and trademarks)	Teacher's Edition: 34, 35, 166
NH 3.02	Read and develop an understanding of basic letter patterns and word families.	Teacher's Edition: 33, 35, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257

Competency Objectives, Grade 7	ACCESS Newcomers
NH 3.03 Increase fluency and comprehension of simple narrative and descriptive text that meet survival needs, involving single phrases and vocabulary (e.g., names, addresses, dates, maps, graphs, graphic organizers, charts, tables).	Teacher’s Edition: 16, 17, 24, 25, 30, 31, 32, 33, 42, 183, 246
NH 3.04 Read self-generated, personal experience stories scribed by teacher.	Teacher’s Edition: 145
NH 3.05 Read and understand simple, familiar, and sequential text with visual support and teacher assistance.	Teacher’s Edition: 16, 17, 210, 211, 240, 241
IL 3.01 Apply knowledge of phonics and grammar structures to decoded regular multi-syllabic words when reading texts.	Teacher’s Edition: 192, 193
IL 3.02 Partially use details in context to extract meaning from a variety of texts.	Teacher’s Edition: 169, 220
IL 3.03 Identify common figurative and idiomatic language in text with assistance.	Teacher’s Edition: 196, 197
IL 3.04 Interact with the text before, during, and after reading with assistance.	Teacher’s Edition: 240, 241, 244, 245
IL 3.05 Demonstrate comprehension of simple material in expository and narrative texts.	Teacher’s Edition: 220, 221, 240, 241, 243, 244, 245
IL 3.06 Recognize and respond to basic characteristics of different literary genres with assistance.	Teacher’s Edition: 61, 244, 245
IL 3.07 Increase reading fluency and comprehension through effective reading strategies.	Teacher’s Edition: 240, 241, 244, 245
IH 3.01 Apply phonics knowledge and syntactic structures to develop fluency in comprehending roots, suffixes, prefixes, less-common vowel patterns, and syllable breaks in texts.	Teacher’s Edition: 192, 193
IH 3.02 Demonstrate critical comprehension of familiar grade-level texts with assistance.	Teacher’s Edition: 48, 178, 182, 204, 228

Competency Objectives, Grade 7	ACCESS Newcomers
IH 3.03 Identify elements of genres, and support by using information from the text (e.g. referencing).	Teacher's Edition: 244, 245
IH 3.04 Analyze the text before, during, and after reading.	Teacher's Edition: 240, 241, 244, 245
IH 3.05 Demonstrate an understanding of literary devices as defined by grade-level competencies with assistance.	Teacher's Edition: 40, 196, 197
IH 3.06 Interpret meaning of figurative and idiomatic language found in grade-level texts with assistance.	Teacher's Edition: 196, 197
IH 3.07 Extend vocabulary knowledge by using context clues or structural analysis of words.	Teacher's Edition: 169, 170, 178
A 3.01 Analyze grade-level texts by making connections, drawing conclusions, and making inferences with limited assistance.	Teacher's Edition: 186, 189, 204, 206, 245, 246
A 3.02 Apply a variety of reading and critical thinking strategies appropriate to purpose with limited assistance.	Teacher's Edition: 240, 241, 244, 245
A 3.03 Analyze the use of literary devices as defined by grade-level competencies with limited assistance.	Teacher's Edition: 40, 196, 197
A 3.04 Analyze and evaluate the purpose of figurative and idiomatic language in grade-level texts with limited assistance.	Teacher's Edition: 196, 197
A 3.05 Increase oral reading fluency and decoding new vocabulary using a variety of genres.	Teacher's Edition: 244
S 3.01 Analyze and evaluate an understanding of argument.	Teacher's Edition: 253
S 3.02 Apply reading and critical thinking strategies appropriate to purpose in a variety of genres.	Teacher's Edition: 240, 241, 244, 245

Competency Objectives, Grade 7	ACCESS Newcomers
S 3.03 Analyze and evaluate the purpose of figurative and idiomatic language in grade-level texts.	Teacher’s Edition: 196, 197
S 3.04 Analyze grade-level texts by refining critical thinking skills.	Teacher’s Edition: 182, 240, 241, 244, 245
S 3.05 Increase fluency in oral reading decoding new vocabulary.	Teacher’s Edition: 38-109, 112-183, 186-257
S 3.06 Increase oral reading fluency and decoding new vocabulary with a variety of genres.	Teacher’s Edition: 38-109, 112-183, 186-257

COMPETENCY GOAL 4: WRITING

The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 7	ACCESS Newcomers
NL 4.01 Write legibly letters of alphabet in upper and lower case in manuscript format.	Teacher’s Edition: 13, 14, 15
NL 4.02 Understand directionality and spacing.	Teacher’s Edition: 14, 15
NL 4.03 Copy from printed text.	Teacher’s Edition: 11B, 15, 17, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257
NL 4.04 Write and spell name, date, address, and phone number.	Teacher’s Edition: 15, 24, 25, 42, 43, 98, 99
NL 4.05 Label common nouns such as body parts, classroom/school words.	Teacher’s Edition: 31, 34, 35, 38, 39, 44, 45
NL 4.06 Produce simple sentences using guided writing strategies.	Teacher’s Edition: 43, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242

Competency Objectives, Grade 7	ACCESS Newcomers
NL 4.07 Begin to use a variety of strategies to generate and organize written information.	Teacher's Edition: 242, 243
NL 4.08 Begin to use a bilingual dictionary to aid writing, spelling, and understanding with assistance.	Teacher's Edition: 166
NH 4.01 Write and spell high frequency words and short sentences.	Teacher's Edition: 19, 21, 23, 43, 45, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242
NH 4.02 Write simple sentences with some mistakes in spelling, capitalization, and punctuation.	Teacher's Edition: 45, 217, 221
NH 4.03 Write a simple personal narrative with assistance.	Teacher's Edition: 242
NH 4.04 Use graphic organizers to enhance the writing process with assistance.	Teacher's Edition: 210, 240, 242, 243
NH 4.05 Organize and write sentences in sequential order with assistance.	Teacher's Edition: 210, 240, 243
NH 4.06 Begin to use present, present progressive, and simple past in simple sentences (e.g., verb + ing, verb + ed).	Teacher's Edition: 63, 89, 99, 141
NH 4.07 Begin to use some irregular past tense verbs (e.g., was, had, ran).	Teacher's Edition: 155, 191
NH 4.08 Use a bilingual dictionary to aid writing, spelling, and understanding.	Teacher's Edition: 166
IL 4.01 Begin to take simple notes from dictation.	Teacher's Edition: 178
IL 4.02 Demonstrate control of basic sentence construction and use of standard conventions with assistance such as spelling rules and subject verb agreement.	Teacher's Edition: 217, 218, 219, 243
IL 4.03 Write in present, past, and future tenses with some errors.	Teacher's Edition: 63, 89, 99, 141

Competency Objectives, Grade 7	ACCESS Newcomers
IL 4.04 Produce simple paragraphs on familiar topics using common language structures, which may contain some errors, with assistance (e.g., such as personal letters, brief journal entries, and short reports).	Teacher’s Edition: 220, 221
IL 4.05 Produce simple written responses to content area texts with assistance.	Teacher’s Edition: 48, 49, 86, 91, 102, 170, 175, 242
IH 4.01 Introduce cursive writing.	Not covered in this text.
IH 4.02 Take notes in some detail on familiar topics.	Teacher’s Edition: 178
IH 4.03 Demonstrate control of more complex sentence construction, as well as the frequent use of standard conventions with assistance (e.g., learned vocabulary, simple idioms, figurative language).	Teacher’s Edition: 196, 197
IH 4.04 Exhibit the use of helping verbs in past, present and future tenses.	Teacher’s Edition: 73
IH 4.05 Construct more advanced paragraphs demonstrating main idea and supporting details with assistance.	Teacher’s Edition: 220, 221
IH 4.06 Respond to academic content with assistance (e.g., advance preparation, graphic organizers, reference materials, native language support materials).	Teacher’s Edition: 210, 240, 242, 243
IH 4.07 Express opinions and reactions to a variety of media on familiar topics in simple form with assistance.	Teacher’s Edition: 171
A 4.01 Demonstrate some proficiency in note-taking using a variety of organizational strategies.	Teacher’s Edition: 178, 210, 240, 242, 243
A 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, and demonstrate consistency in tense usage with limited assistance.	Teacher’s Edition: 63, 89, 99, 141, 196, 197

Competency Objectives, Grade 7	ACCESS Newcomers
A 4.03 Write multi-paragraph essays using the writing process, reference materials, and native language support materials with limited assistance.	Teacher's Edition: 221, 242, 243
A 4.04 Respond to academic content using advance preparation, reference materials, and native language support material.	Teacher's Edition: 210, 220, 240, 242, 243
A 4.05 Write to a variety of audiences using different styles with limited assistance.	Teacher's Edition: 61, 221, 242
S 4.01 Demonstrate proficiency in note-taking using a variety of graphic organizers.	Teacher's Edition: 178, 210, 240, 242, 243
S 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, and demonstrate consistency in tense usage.	Teacher's Edition: 63, 89, 99, 141, 196, 197
S 4.03 Write multi-paragraph essays using the writing process and reference materials.	Teacher's Edition: 221, 242, 243
S 4.04 Respond to academic content using graphic organizers and reference materials.	Teacher's Edition: 210, 240, 242, 243
S 4.05 Write to a variety of audiences using different styles (e.g., descriptive, narrative, persuasive, expository).	Teacher's Edition: 61, 221, 242



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correlated to
North Carolina English Language Development
Standard Course of Study and Grade Level Competencies
Grade 8

COMPETENCY GOAL 1: LISTENING

The learner will comprehend spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 8	ACCESS Newcomers
NL 1.01 Demonstrate a beginning awareness of English phonetic sounds.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NL 1.02 Respond appropriately to basic classroom procedural instructions and directions.	Teacher's Edition: 38-109, 112-183, 186-257
NL 1.03 Demonstrate comprehension of verbal cues of concrete academic concepts and informational materials through non-verbal responses such as pointing, drawing, gesturing.	Teacher's Edition: 11B, 17, 20, 21, 22, 23, 29, 35, 37B, 44, 46, 47, 48, 56, 62, 64, 68, 72, 74, 88, 90, 112, 114, 115, 116, 118, 132, 134, 136, 138, 141, 142, 148, 149, 154, 155, 164, 165, 170, 183, 186, 194, 196, 206, 212, 230, 232, 233, 236, 240, 254
NH 1.01 Demonstrate basic understanding of phonemic awareness of English.	Teacher's Edition: 13, 15, 16, 17, 18, 19, 22, 118
NH 1.02 Demonstrate basic comprehension of oral presentations and instructions through non-verbal and verbal responses.	Teacher's Edition: 38-109, 112-183, 186-257
NH 1.03 Begin making connections with informational material on familiar topics with assistance.	Teacher's Edition: 186, 189, 204, 206, 234, 238
IL 1.01 Listen to stories and information presented in group discussions and identify, analyze, and evaluate key details and concepts through verbal and non-verbal responses by making connections to personal experiences.	Teacher's Edition: 62, 66, 72, 78, 88, 97, 106, 120, 134, 154, 168, 194, 196, 244
IL 1.02 Differentiate between minimal pairs according to initial and final sound differences.	Teacher's Edition: 192

Competency Objectives, Grade 8	ACCESS Newcomers
IL 1.03 Explore an awareness of language conventions and usage during oral presentations.	Teacher's Edition: 113, 159, 179, 216, 217
IH 1.01 Identify, analyze, and evaluate main idea and some supporting details from a variety of genres in discussions.	Teacher's Edition: 220, 221, 230, 244, 245
IH 1.02 Differentiate between minimal pairs according to initial, final, and medial sound differences.	Teacher's Edition: 192
IH 1.03 Recognize differences in regional pronunciation and usage during oral presentations.	Not covered in this text.
IH 1.04 Monitor own understanding of group discussions and seek clarification.	Teacher's Edition: 30, 39, 124, 206, 214, 224, 238, 242, 245
A 1.01 Listen to, analyze, develop, and apply appropriate criteria to evaluate the quality of communication, language usage, literacy, and media techniques with assistance.	Teacher's Edition: 159, 170, 179, 240
A 1.02 Analyze and evaluate the quality of communication by drawing conclusions based on evidence, reasons, and relevant information presented orally in group discussions with assistance.	Teacher's Edition: 189, 245, 246
A 1.03 Recognize basic dialectical differences.	Not covered in this text.
A 1.04 Recognize some errors in everyday speech.	Teacher's Edition: 159, 179, 240
S 1.01 Listen to and explore expressive materials by taking an active role in and/or leading formal and informal book or media discussions.	Teacher's Edition: 171, 244, 245
S 1.02 Interact appropriately in group settings by listening attentively and monitoring independent understanding.	Teacher's Edition: 30, 39, 124, 206, 214, 224, 238, 242, 245
S 1.03 Listen to, analyze and evaluate information.	Teacher's Edition: 159, 179, 240

Competency Objectives, Grade 8	ACCESS Newcomers
S 1.04 Model an understanding of conventional spoken expression by internalizing unfamiliar vocabulary.	Teacher's Edition: 38-109, 112-183, 186-257

COMPETENCY GOAL 2: SPEAKING

The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 8	ACCESS Newcomers
NL 2.01 Recognize and pronounce correctly most letters of the alphabet.	Teacher's Edition: 12, 13, 14, 15, 23
NL 2.02 Recognize and pronounce correctly a number of English phonemes.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NL 2.03 Recognize and repeat simple vocabulary.	Teacher's Edition: 38-109, 112-183, 186-257
NL 2.04 Respond to basic questions involving personal details using one or two-word answers.	Teacher's Edition: 21, 38, 39, 40, 41, 42, 49
NL 2.05 Begin to recognize and respond to basic needs in social and academic settings (e.g., common greetings and commands).	Teacher's Edition: 39, 47, 61, 73, 219, 235
NH 2.01 Identify and pronounce correctly all letters of the alphabet.	Teacher's Edition: 12, 13, 14, 15, 23
NH 2.02 Identify and pronounce correctly a number of English phonemes and blends consisting of 1-3 letters.	Teacher's Edition: 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 35, 118, 119, 192
NH 2.03 Produce simple vocabulary, such as single words or short phrases, to communicate basic needs in social and academic settings.	Teacher's Edition: 39, 47, 61, 73, 219, 235
NH 2.04 Respond to simple questions on familiar topics using short phrases and yes/no answers.	Teacher's Edition: 21, 38, 39, 40, 41, 42, 49, 92, 169
NH 2.05 Begin to ask questions to seek information using simple phrases or sentences.	Teacher's Edition: 38, 39, 42, 44, 46

Competency Objectives, Grade 8	ACCESS Newcomers
IL 2.01 Begin to use words, phrases, and sentences representing learned and some new vocabulary on familiar topics.	Teacher's Edition: 38-109, 112-183, 186-257
IL 2.02 Begin to demonstrate common verb tense forms including some irregulars.	Teacher's Edition: 73, 89, 97, 99, 123, 141, 155, 187, 189, 191
IL 2.03 Participate in guided discussions and social conversations, on familiar topics, although the speaker will often demonstrate the use of repetition and circumlocution to make herself understood.	Teacher's Edition: 16, 22, 26, 28, 39, 40, 41, 42, 58, 60, 62, 70, 72, 78, 80, 86, 88, 90, 94, 96, 98, 101, 102, 103, 105, 107, 116, 120, 122, 124, 148, 154, 161, 162, 164, 178, 182, 186, 188, 190, 198, 220, 225, 226, 228, 230, 231, 234, 237, 238, 240, 243, 246, 249, 250, 251, 253, 255, 256
IL 2.04 Participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers on familiar topics.	Teacher's Edition: 113, 124, 125, 127, 153, 257
IL 2.05 Use and respond correctly to yes/no questions and some open-ended questions on familiar topics, including content-based material.	Teacher's Edition: 21, 41, 42, 92, 127, 169
IL 2.06 Begin to retell information acquired through reading and/or listening.	Teacher's Edition: 191, 242, 244, 245
IH 2.01 Use and recombine words, phrases, and sentences representing new and learned vocabulary words with multiple meanings.	Teacher's Edition: 38-109, 112-183, 186-257
IH 2.02 Demonstrate sufficient accuracy to be clearly understood using common verb tense forms and simple endings in oral expression (e.g., past, present, future, present third person singular, present first person).	Teacher's Edition: 73, 89, 97, 99, 123, 141, 155, 187, 189, 191
IH 2.03 Demonstrate some use of basic figurative language and common idioms.	Teacher's Edition: 196, 197
IH 2.04 Sustain conversations on familiar topics with some errors that don't interfere with meaning.	Teacher's Edition: 39, 47, 61, 73, 125, 152, 219, 235, 241
IH 2.05 Initiate group discussions, with assistance, on academic topics with some errors that don't interfere with meaning.	Teacher's Edition: 125, 152, 241

Competency Objectives, Grade 8	ACCESS Newcomers
IH 2.06 Provide responses demonstrating some use of connections and interpretation of familiar topics.	Teacher's Edition: 48, 49, 186, 189, 204, 206
IH 2.07 Paraphrase, with sufficient detail, information acquired through reading or listening.	Teacher's Edition: 105, 191, 242, 244, 245
A 2.01 Use moderately complex grammar structures in oral expression.	Teacher's Edition: 197, 225
A 2.02 Demonstrate high degree of fluency in the use of common parts of speech.	Teacher's Edition: 47, 55, 205
A 2.03 Demonstrate the use of figurative language and idioms with occasional errors that obscure meaning.	Teacher's Edition: 196, 197
A 2.04 Use of moderately complex language structures in oral expression.	Teacher's Edition: 197, 225
A 2.05 Engage in extended discussions on a broad range of topics.	Teacher's Edition: 16, 22, 26, 28, 39, 40, 41, 42, 58, 60, 62, 70, 72, 73, 78, 80, 86, 88, 90, 94, 96, 98, 101, 102, 103, 105, 107, 116, 120, 122, 124, 148, 152, 154, 160, 161, 162, 164, 178, 182, 186, 188, 190, 198, 220, 224, 225, 226, 228, 230, 231, 234, 237, 238, 240, 243, 246, 249, 250, 251, 253, 255, 256
A 2.06 Provide responses demonstrating use of connections, interpretation, and critical thinking.	Teacher's Edition: 48, 178, 182, 204, 228
A 2.07 Summarize in sufficient detail, information acquired through reading or listening with limited assistance.	Teacher's Edition: 105, 186, 191, 204, 210, 228, 230, 244, 245
A 2.08 Conduct conversations with a high level of fluency and clarity.	Teacher's Edition: 221, 224, 241, 253
S 2.01 Narrate a personal account with details that best illuminate the topic.	Teacher's Edition: 48, 242
S 2.02 Lead formal discussions on books or media.	Teacher's Edition: 186, 244, 245

Competency Objectives, Grade 8	ACCESS Newcomers
S 2.03 Interact in group activities by responding when asked to do so.	Teacher's Edition: 16, 22, 26, 28, 39, 40, 41, 42, 58, 60, 62, 70, 72, 73, 78, 80, 86, 88, 90, 94, 96, 98, 101, 102, 103, 105, 107, 116, 120, 122, 124, 148, 152, 154, 160, 161, 162, 164, 178, 182, 186, 188, 190, 198, 220, 224, 225, 226, 228, 230, 231, 234, 237, 238, 240, 243, 246, 249, 250, 251, 253, 255, 256
S 2.04 Reflect on learning experiences by evaluating personal circumstances and background that shape interaction with text.	Teacher's Edition: 183, 186, 189, 204, 206, 245, 246
S 2.05 Analyze informational materials by drawing inferences and extending ideas.	Teacher's Edition: 48, 182
S 2.06 Create and present a research product.	Teacher's Edition: 89, 171, 178, 182, 186, 225, 257
S 2.07 Create arguments that persuade by arranging details, reasons, and examples effectively and persuasively.	Teacher's Edition: 253
S 2.08 Lead small group discussions.	Teacher's Edition: 180

COMPETENCY GOAL 3: READING

The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials.

Competency Objectives, Grade 8	ACCESS Newcomers
NL 3.01 Develop print awareness, including directionality, spacing, capitalization, and punctuation.	Teacher's Edition: 216, 217, 243
NL 3.02 Recognize and pronounce correctly most letters of the alphabet in print and hand-written form.	Teacher's Edition: 12, 13, 14, 15
NL 3.03 Read and determine the meaning of images, signs, and written words through body language or simple words and phrases (e.g., picture dictionaries and survival signs).	Teacher's Edition: 38-109, 112-183, 186-257
NL 3.04 Read simple patterned, decodable, and predictable text.	Teacher's Edition: 20, 21

Competency Objectives, Grade 8	ACCESS Newcomers
NH 3.01 Read some words by sight including a few common words, own name, environmental print and use a basic word or bilingual dictionary.	Teacher's Edition: 34, 35, 166
NH 3.02 Develop increased reading fluency and comprehension of basic letter patterns and word families.	Teacher's Edition: 33, 35, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257
NH 3.03 Increase fluency and comprehension of simple narrative and descriptive text involving single phrases and vocabulary that meet survival needs (e.g., names, addresses, dates, short informative signs, maps, graphs, graphic organizers, charts, tables).	Teacher's Edition: 16, 17, 24, 25, 30, 31, 32, 33, 42, 183, 246
NH 3.04 Read self-generated (teacher scribed) personal experience stories.	Teacher's Edition: 145
NH 3.05 Read and understand simple, familiar, and sequential text with visual support and teacher assistance.	Teacher's Edition: 16, 17, 210, 211, 240, 241
IL 3.01 Apply knowledge of phonics and grammar structures to decode regular multi-syllabic words when reading texts.	Teacher's Edition: 192, 193
IL 3.02 Partially use details in context to extract meaning from a variety of texts for specific functions.	Teacher's Edition: 169, 220
IL 3.03 Identify common figurative and idiomatic language in text with assistance.	Teacher's Edition: 196, 197
IL 3.04 Interact with the text before, during, and after reading teacher selected material with assistance.	Teacher's Edition: 240, 241, 244, 245

Competency Objectives, Grade 8	ACCESS Newcomers
IL 3.05 Increase reading fluency and comprehension through effective reading strategies of simple material, including short discourse on familiar topics in expository and narrative texts.	Teacher’s Edition: 240, 241, 244, 245
IL 3.06 Recognize and respond to basic characteristics of different literary genres with assistance.	Teacher’s Edition: 61, 244, 245
IH 3.01 Apply knowledge of phonics and grammar structures to develop fluency in determining the meaning of unfamiliar vocabulary in texts (e.g., roots, suffixes, prefixes, less-common vowel patterns, syllable breaks).	Teacher’s Edition: 192, 193
IH 3.02 Demonstrate critical comprehension of familiar grade-level texts with assistance.	Teacher’s Edition: 48, 178, 182, 204, 228
IH 3.03 Identify elements of genres and support with information from the text (e.g., referencing).	Teacher’s Edition: 244, 245
IH 3.04 Analyze text before, during, and after reading.	Teacher’s Edition: 240, 241, 244, 245
IH 3.05 Demonstrate a basic understanding of literary devices as defined by grade-level competencies with assistance.	Teacher’s Edition: 40, 196, 197
IH 3.06 Extend knowledge of figurative and idiomatic language found in grade-level literature and other materials selected by the teacher with assistance.	Teacher’s Edition: 196, 197
IH 3.07 Extend vocabulary knowledge by using context clues, reference materials or structural analysis of words.	Teacher’s Edition: 169, 170, 178
A 3.01 Interpret and evaluate information in grade-level texts with limited assistance.	Teacher’s Edition: 48, 178, 186, 189, 204, 206, 228, 245, 246
A 3.02 Analyze grade-level texts by making connections, drawing conclusions, and making inferences with limited assistance.	Teacher’s Edition: 186, 189, 204, 206, 245, 246
A 3.03 Apply a variety of reading and critical thinking strategies to increase comprehension and insight of the text.	Teacher’s Edition: 240, 241, 244, 245

Competency Objectives, Grade 8	ACCESS Newcomers
A 3.04 Analyze and evaluate the use of literary devices as defined by grade-level competencies with limited assistance.	Teacher's Edition: 40, 196, 197
A 3.05 Analyze and evaluate the use of figurative and idiomatic language in grade-level texts with limited assistance.	Teacher's Edition: 196, 197
A 3.06 Differentiate between the characteristics of literary genres.	Teacher's Edition: 244, 245
S 3.01 Explore, interact and reflect on reading experiences through journal writings and group discussions.	Teacher's Edition: 171, 181
S 3.02 Read and analyze and evaluate informational materials.	Teacher's Edition: 186, 189, 204, 206, 234, 238
S 3.03 Create a research product in both written and presentational form by researching and organizing information to achieve purpose.	Teacher's Edition: 89, 113, 171, 178, 182, 186, 225, 257
S 3.04 Evaluate and respond to public documents by establishing a position through argument and problem solving.	Teacher's Edition: 61
S 3.05 Analyze the purpose of the author and develop the stance of a critic by applying appropriate criteria to evaluate text and multimedia.	Not covered in this text.
S 3.06 Increase fluency, comprehension, and insight by using effective reading strategies and discussing various literary genres.	Teacher's Edition: 240, 241, 244, 245
S 3.07 Model and explore the role and use of dialects and of Standard English for different purposes, audiences, and within various contexts.	Not covered in this text.

COMPETENCY GOAL 4: WRITING

The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

Competency Objectives, Grade 8	ACCESS Newcomers
NL 4.01 Write legibly all letters of the alphabet in upper and lowercase.	Teacher's Edition: 13, 14, 15
NL 4.02 Understand directionality and spacing.	Teacher's Edition: 14, 15
NL 4.03 Copy from printed text.	Teacher's Edition: 11B, 15, 17, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257
NL 4.04 Write name, date, address, and phone number.	Teacher's Edition: 15, 24, 25, 42, 43, 98, 99
NL 4.05 Label common nouns with correct spelling (e.g., body parts, classroom/school vocabulary).	Teacher's Edition: 31, 34, 35, 38, 39, 44, 45
NL 4.06 Produce simple sentences using guided writing strategies.	Teacher's Edition: 43, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242
NL 4.07 Begin to use a variety of strategies to generate and organize written information.	Teacher's Edition: 242, 243
NL 4.08 Begin to use bilingual dictionary to aid writing with assistance.	Teacher's Edition: 166
NH 4.01 Write and use high frequency words with correct spelling appropriate in difficulty for proficiency level.	Teacher's Edition: 19, 21, 23, 43, 45, 47, 144, 145, 216, 217, 218, 219, 220, 221, 240, 242
NH 4.02 Write simple, short sentences on familiar topics with some mistakes in spelling, capitalization, and punctuation.	Teacher's Edition: 45, 217, 221
NH 4.03 Write a simple personal narrative with assistance.	Teacher's Edition: 242

Competency Objectives, Grade 8	ACCESS Newcomers
NH 4.04 Organize and write sentences in sequential order with assistance.	Teacher's Edition: 210, 240, 243
NH 4.05 Begin to use present, present progressive, and simple past in simple sentences (e.g., verb + ing, verb + ed).	Teacher's Edition: 63, 89, 99, 141
NH 4.06 Begin to use some irregular past tense verbs (e.g., was, had, ran).	Teacher's Edition: 155, 191
NH 4.07 Use bilingual dictionary to aid writing.	Teacher's Edition: 166
IL 4.01 Begin to take simple notes from dictation on familiar topics.	Teacher's Edition: 178
IL 4.02 Demonstrate such control of basic sentence construction and use of standard conventions as spelling rules and subject verb agreement with assistance.	Teacher's Edition: 217, 218, 219, 243
IL 4.03 Write in present, past, and future tenses with some errors that don't interfere with meaning.	Teacher's Edition: 63, 89, 99, 141
IL 4.04 Produce simple paragraphs using common language structures that may have some errors with assistance (e.g., personal letters, brief journal entries, short reports on familiar topics).	Teacher's Edition: 220, 221
IL 4.05 Produce simple written responses to content area texts appropriate in difficulty for proficiency level, using reference material with assistance.	Teacher's Edition: 48, 49, 86, 91, 102, 170, 175, 242
IH 4.01 Introduce cursive writing.	Not covered in this text.
IH 4.02 Take notes in some detail on familiar topics.	Teacher's Edition: 178
IH 4.03 Demonstrate control of more complex sentence construction, including learned vocabulary, simple idioms and figurative language, as well as the frequent use of standard conventions with assistance.	Teacher's Edition: 196, 197

Competency Objectives, Grade 8	ACCESS Newcomers
IH 4.04 Exhibit the use of helping verbs in past, present and future tenses.	Teacher's Edition: 73
IH 4.05 Construct more advanced paragraphs demonstrating main idea and supporting details with assistance.	Teacher's Edition: 220, 221
IH 4.06 Respond to academic content possibly using graphic organizers, reference materials, and native language support materials with assistance.	Teacher's Edition: 210, 240, 242, 243
IH 4.07 Express opinions and reactions to a variety of media on familiar topics in simple form with assistance.	Teacher's Edition: 171
A 4.01 Demonstrate some proficiency in note-taking using a variety of organizational strategies.	Teacher's Edition: 178, 210, 240, 242, 243
A 4.02 Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language, with consistent tense usage.	Teacher's Edition: 63, 89, 99, 141, 196, 197
A 4.03 Write multi-paragraph essays using the writing process and reference materials with limited assistance.	Teacher's Edition: 221, 242, 243
A 4.04 Respond to academic content using advance preparation, graphic organizers, reference materials, and native language support material with limited assistance.	Teacher's Edition: 210, 220, 240, 242, 243
A 4.05 Write to a variety of audiences using different styles with limited assistance.	Teacher's Edition: 61, 221, 242
S 4.01 Explore expressive materials by generating a learning log or journal.	Teacher's Edition: 11B, 15, 43, 47, 49, 57, 77, 112, 168
S 4.02 Explore expressive materials by maintaining an annotated list of works that are read or viewed, including personal reactions.	Not covered in this text.
S 4.03 Analyze informational materials by restating and summarizing information.	Teacher's Edition: 218, 235, 245

Competency Objectives, Grade 8	ACCESS Newcomers
S 4.04 Evaluate a variety of public documents by summarizing the author's purpose, stance, and position clearly, appropriately and logically (e.g., editorials, school policies).	Teacher's Edition: 61
S 4.05 Refine the problem-solution process by preparing individual or group essays.	Teacher's Edition: 97, 182
S 4.06 Produce a variety of sentence types with proper conventions.	Teacher's Edition: 216, 217, 218, 219
S 4.07 Write with appropriate subject/verb agreement, parts of speech, pronouns, and phrases and clauses.	Teacher's Edition: 217, 218, 219, 221, 243
S 4.08 Extend vocabulary by using context clues, dictionaries, glossaries, or other reference materials.	Teacher's Edition: 153, 166, 167, 169, 176
S 4.09 Produce final drafts or presentations that demonstrate correct spelling and conventions.	Teacher's Edition: 216, 217, 221



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