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correlated to

**Washington State  
English Language  
Development Standards (ELD)  
Grades 6-12**



EDUCATION GROUP

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**YOUR WASHINGTON GREAT SOURCE REPRESENTATIVE**

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**correlated to**  
**Washington State**  
**English Language Development (ELD) Standards**  
**Grades 6-8**

**L i s t e n i n g   a n d   S p e a k i n g   S t a n d a r d s**

**E A L R 1**

**The student uses listening and observation skills to gain understanding.**

**C o m p o n e n t 1 . 1**

**The student will focus attention.**

Benchmarks, Grades 6-8	ACCESS English
<ul style="list-style-type: none"> <li>Focus attention - Physical behaviors look different from culture to culture. Focus for the teacher should be on student's recall and comprehension of information.</li> </ul>	<b>Student Book:</b> 18, 25, 26, 27, 32, 89, 90, 103, 130, 131, 133, 187, 196, 198, 245, 307

**C o m p o n e n t 1 . 2**

**The student will listen and observe to gain and interpret information.**

Benchmarks, Grades 6-8	ACCESS English
<b>Beginning</b> <ul style="list-style-type: none"> <li>Use physical actions and/or words to respond to simple directions and questions.</li> </ul>	<b>Student Book:</b> 21, 22, 28, 30, 32, 33, 34, 41, 42, 43, 44, 46, 47, 52, 53, 54, 56, 57, 67, 68, 70, 73, 75, 77, 79, 85, 86, 277, 301
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Respond to directions, questions, and some idiomatic expressions.</li> </ul>	<b>Student Book:</b> 21, 22, 28, 30, 32, 33, 34, 41, 42, 43, 44, 46, 47, 52, 53, 54, 56, 57, 67, 68, 70, 73, 75, 77, 79, 85, 86, 277, 301
<ul style="list-style-type: none"> <li>Use phrases to identify main points of simple conversations and stories.</li> </ul>	<b>Student Book:</b> 296, 297, 300

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Respond to directions and to more complex questions.</li> </ul>	<p><b>Student Book:</b> 21, 22, 28, 30, 32, 33, 34, 41, 42, 43, 44, 46, 47, 52, 53, 54, 56, 57, 67, 68, 70, 73, 75, 77, 79, 85, 86, 277, 301, 303, 319</p>
<ul style="list-style-type: none"> <li>Use simple sentences to retell or state main point and supporting details of conversations and stories.</li> </ul>	<p><b>Student Book:</b> 46, 86, 87, 90, 110, 114, 165, 264, 277</p>
<ul style="list-style-type: none"> <li>Recognize that words may have different meanings in different contexts.</li> </ul>	<p><b>Student Book:</b> 45, 122, 209, 234, 295, 327</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Respond to multi-step directions and to questions.</li> </ul>	<p><b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 215, 226, 227, 241, 303, 319</p>
<ul style="list-style-type: none"> <li>Use descriptive sentences to retell stories in detail including characters, setting, summary, and plot.</li> </ul>	<p><b>Student Book:</b> 110, 264, 277, 288, 289</p>
<ul style="list-style-type: none"> <li>Use context to determine appropriate meaning of multiple meaning words.</li> </ul>	<p><b>Student Book:</b> 306</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Respond to multi-step directions and to questions.</li> </ul>	<p><b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 215, 226, 227, 241, 319</p>
<ul style="list-style-type: none"> <li>Use descriptive sentences to retell or state main point and supporting details of conversations, oral presentations and familiar literature and subject area content.</li> </ul>	<p><b>Student Book:</b> 46, 86, 87, 90, 110, 114, 165, 264, 288</p>
<ul style="list-style-type: none"> <li>Use context to determine appropriate meaning of multiple meaning words.</li> </ul>	<p><b>Student Book:</b> 306</p>

### C o m p o n e n t 1 . 3

**The student will check for understanding by asking questions and paraphrasing.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and/or phrases, intonation to ask simple questions.</li> </ul>	<p><b>Student Book:</b> 241, 276</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>Use words/phrases in a frame to paraphrase.</li> </ul>	<b>Student Book:</b> 151, 155, 159, 220, 271, 276, 288, 303
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use simple forms to probe for details about content.</li> </ul>	<b>Student Book:</b> 151, 155, 219, 220, 241, 303
<ul style="list-style-type: none"> <li>Use simple sentences with some supporting details to paraphrase.</li> </ul>	<b>Student Book:</b> 151, 155, 159, 220, 271, 276, 288, 303
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use more complex forms and content vocabulary to probe for details.</li> </ul>	<b>Student Book:</b> 41, 271, 272, 276, 303
<ul style="list-style-type: none"> <li>Use descriptive sentences with some content vocabulary to paraphrase.</li> </ul>	<b>Student Book:</b> 151, 155, 159, 220, 253
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Use more extensive supporting details and specialized vocabulary across content areas to ask questions.</li> </ul>	<b>Student Book:</b> 86, 219, 276
<ul style="list-style-type: none"> <li>Paraphrase to clarify specialized vocabulary across content areas.</li> </ul>	<b>Student Book:</b> 220

**E A L R 2**

**The student communicates ideas clearly and effectively.**

**C o m p o n e n t 2 . 1**

**The student will communicate clearly to a range of audiences for different purposes.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use words to participate in social conversations using informal language.</li> </ul>	<b>Student Book:</b> 147, 185, 277, 303
<ul style="list-style-type: none"> <li>Use gestures and/or words to participate in group discussion or activity which involve concrete objects.</li> </ul>	<b>Student Book:</b> 147, 185
<ul style="list-style-type: none"> <li>Use words to tell a story from a familiar book with picture support.</li> </ul>	<b>Student Book:</b> 264, 285

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>Use gestures and/or words to role-play an action or event.</li> </ul>	<b>Student Book:</b> 35, 127, 191, 203, 265
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use phrases and/or simple sentences to participate in social conversations with peers using informal language.</li> </ul>	<b>Student Book:</b> 185, 277, 303
<ul style="list-style-type: none"> <li>Use words and/or phrases to role-play an action or event.</li> </ul>	<b>Student Book:</b> 35, 127, 191, 203, 265
<ul style="list-style-type: none"> <li>Use words and/or phrases to tell a familiar story, or recount scenes from a film, video or drama.</li> </ul>	<b>Student Book:</b> 264, 285
<ul style="list-style-type: none"> <li>Use word and/or phrases to inform, and entertain.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 288, 327, 337
<ul style="list-style-type: none"> <li>Use words and/or phrases to participate in group discussion or activity which involves concrete objects.</li> </ul>	<b>Student Book:</b> 21, 35, 91, 115
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use simple sentences to participate in social conversations on familiar topic with peers and adults.</li> </ul>	<b>Student Book:</b> 185, 277, 303
<ul style="list-style-type: none"> <li>Use simple sentences to tell a story, inform, explain and entertain.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 264, 288, 327, 337
<ul style="list-style-type: none"> <li>Begin to use appropriate language registers for speaking to different audiences with teacher support.</li> </ul>	<b>Student Book:</b> 91
<ul style="list-style-type: none"> <li>Give instructions for a familiar process; process may be out of sequence and/or steps may be skipped.</li> </ul>	<b>Student Book:</b> 100, 221, 319
<ul style="list-style-type: none"> <li>Repeat sentences which are part of the frozen register (i.e., Pledge of Allegiance, poems, favorite stories).</li> </ul>	<b>Student Book:</b> 18, 19
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use descriptive sentences to participate in social conversations with peers and adults.</li> </ul>	<b>Student Book:</b> 146, 185, 277, 303

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>Use descriptive sentences to tell a story, inform, explain, entertain, and persuade.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 264, 288, 327, 337
<ul style="list-style-type: none"> <li>Begin to use appropriate language registers, with occasional lapses.</li> </ul>	<b>Student Book:</b> 59, 91, 103, 115
<ul style="list-style-type: none"> <li>Give instructions for a familiar process in an understandable manner.</li> </ul>	<b>Student Book:</b> 100, 221, 319
<ul style="list-style-type: none"> <li>Independently recite language used in frozen register (i.e., Pledge of Allegiance, poems, favorite stories).</li> </ul>	<b>Student Book:</b> 18, 19
<b>Transitional</b> <ul style="list-style-type: none"> <li>Independently participate in social conversations with peers and adults.</li> </ul>	<b>Student Book:</b> 146, 185, 277, 303
<ul style="list-style-type: none"> <li>Apply communication skills to narrate, inform, explain, entertain, and persuade in a variety of contexts.</li> </ul>	<b>Student Book:</b> 120, 146, 147, 167, 185, 203, 209, 213, 223, 307, 327, 331, 337, 354, 355
<ul style="list-style-type: none"> <li>Use different language registers in situations as appropriate.</li> </ul>	<b>Student Book:</b> 59, 91, 103, 115
<ul style="list-style-type: none"> <li>Give instructions in a precise and understandable manner.</li> </ul>	<b>Student Book:</b> 100, 319

**C o m p o n e n t 2 . 2**

**The student will develop content and ideas. Develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; and speak coherently and compellingly.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Connect words and phrases using the conjunction <i>and</i>.</li> </ul>	<b>Student Book:</b> 71, 345, 352
<ul style="list-style-type: none"> <li>Begin to sequence words and/or phrases related to familiar topic using a picture prompt.</li> </ul>	<b>Student Book:</b> 35, 95

Benchmarks, Grades 6-8	ACCESS English
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i> and <i>but</i>.</li> </ul>	<p><b>Student Book:</b> 71, 345, 352</p>
<ul style="list-style-type: none"> <li>Organize a simple oral presentation in a logical order with a clear beginning, middle and end, with teacher support.</li> </ul>	<p><b>Student Book:</b> 35, 45, 79, 115, 159, 183, 319, 324, 328, 329, 331</p>
<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided list, with teacher support.</li> </ul>	<p><b>Student Book:</b> 40, 220, 270, 277, 354</p>
<ul style="list-style-type: none"> <li>Choose examples to support ideas from list, with teacher support.</li> </ul>	<p><b>Student Book:</b> 114, 329</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i>.</li> </ul>	<p><b>Student Book:</b> 345, 352</p>
<ul style="list-style-type: none"> <li>Organize an oral presentation in a logical order, i.e., beginning, middle and end, with minimal teacher support.</li> </ul>	<p><b>Student Book:</b> 35, 45, 79, 115, 159, 183, 222, 223, 267, 273, 276, 319, 324, 328, 329, 331</p>
<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided list, with minimal teacher support.</li> </ul>	<p><b>Student Book:</b> 40, 220, 227, 249, 270, 277, 354</p>
<ul style="list-style-type: none"> <li>Use examples and details to support ideas with teacher support.</li> </ul>	<p><b>Student Book:</b> 41, 81, 85, 86, 87, 88, 89, 108, 109, 110, 112, 113, 158, 165, 214, 220, 221, 222, 223, 271, 272, 274, 326</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i> to sustain a topic.</li> </ul>	<p><b>Student Book:</b> 63, 71, 345, 352</p>
<ul style="list-style-type: none"> <li>Organize an oral presentation in a logical order, i.e., beginning, middle and end.</li> </ul>	<p><b>Student Book:</b> 35, 45, 79, 115, 159, 183, 222, 223, 267, 273, 276, 319, 324, 328, 329, 331</p>
<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided or student-generated list.</li> </ul>	<p><b>Student Book:</b> 40, 220, 227, 249, 270, 277, 354</p>

Benchmarks, Grades 6-8	ACCESS English
<ul style="list-style-type: none"> <li>Use examples and descriptive details to support ideas.</li> </ul>	<b>Student Book:</b> 41, 81, 85, 86, 87, 88, 89, 108, 109, 110, 112, 113, 158, 165, 214, 220, 221, 222, 223, 271, 272, 274, 326

**C o m p o n e n t 2 . 3**

**The student will use effective delivery. Adjust speaking strategies for a variety of audiences and purposes by varying intonation, pitch, and pace of speech to create effect and aid communication.**

**C o m p o n e n t 2 . 4**

**The student will use effective language and style. Use language that is grammatically correct, precise and well-suited to topic, audience, and purpose.**

Benchmarks, Grades 6-8	ACCESS English
<b>Beginning</b> 2.3 <ul style="list-style-type: none"> <li>Use gesture and/or words to respond to oral presentations or activity.</li> </ul>	<b>Student Book:</b> 35, 45, 79, 115, 159, 183, 319, 324, 328, 329, 331
2.4 <ul style="list-style-type: none"> <li>Use gestures and/or words to communicate needs and role-play an action or event.</li> </ul>	<b>Student Book:</b> 35, 127, 191, 203, 265
<b>Advanced Beginning</b> 2.4 <ul style="list-style-type: none"> <li>Use words and/or phrases to tell a story, inform, and entertain.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 288, 327, 337
<b>Intermediate</b> 2.4 <ul style="list-style-type: none"> <li>Use simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement.</li> </ul>	<b>Student Book:</b> 59, 65, 69, 70, 106, 107, 108, 109, 135, 147, 159, 171, 175, 178, 179, 180, 181, 182, 183, 234, 235, 236, 237, 239
<b>Advanced</b> 2.3 <ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>	<b>Student Book:</b> 35, 38, 39, 45, 47, 59, 171

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
2.3 <ul style="list-style-type: none"> <li>Use descriptive sentences to share information with class, using appropriate volume, intonation, and expression.</li> </ul>	<b>Student Book:</b> 41, 81, 85, 86, 87, 88, 89, 108, 109, 110, 112, 113, 158, 165, 214, 220, 221, 222, 223, 271, 272, 274, 326
2.4 <ul style="list-style-type: none"> <li>Use descriptive sentences with common grammatical forms, with some errors.</li> </ul>	<b>Student Book:</b> 17, 58, 106, 107, 108, 109, 112, 113, 135
<b>Transitional</b> 2.3 <ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>	<b>Student Book:</b> 35, 38, 39, 45, 47, 59, 171
2.3 <ul style="list-style-type: none"> <li>Make oral presentation to class, using appropriate volume, intonation, eye contact, and expression.</li> </ul>	<b>Student Book:</b> 35, 45, 79, 115, 159, 183, 319, 324, 328, 329, 331
2.4 <ul style="list-style-type: none"> <li>Speak clearly and comprehensibly using academic English with occasional errors.</li> </ul>	<b>Student Book:</b> 35, 45, 79, 115, 159, 183, 222, 223, 267, 273, 276, 319, 324, 328, 329, 331

### **E A L R 3**

**The student uses communication strategies and skills to work effectively with others.**

#### **C o m p o n e n t 3 . 1**

**The student will use language to interact effectively and responsibly with others.**

#### **C o m p o n e n t 3 . 2**

**The student will work cooperatively as a member of a group.**

#### **C o m p o n e n t 3 . 3**

**The student will seek agreement and solutions through discussion.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<b>Beginning</b> 3.2 <ul style="list-style-type: none"> <li>Use words or gestures to actively participate in social and academic conversations on familiar topics.</li> </ul>	<b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Advanced Beginning</b></p> <p>3.1</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	<p><b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341</p>
<p>3.1</p> <ul style="list-style-type: none"> <li>Demonstrate turn-taking in a conversation and a group discussion.</li> </ul>	<p><b>Student Book:</b> 35, 73, 109, 179, 277</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to contribute to group discussions, including personal experiences.</li> </ul>	<p><b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341</p>
<p>3.3</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to suggest solutions to a problem.</li> </ul>	<p><b>Student Book:</b> 307, 340, 341</p>
<p><b>Intermediate</b></p> <p>3.1</p> <ul style="list-style-type: none"> <li>Use simple sentences to initiate and actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	<p><b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341</p>
<p>3.1</p> <ul style="list-style-type: none"> <li>Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<p><b>Student Book:</b> 35, 73, 109, 179, 277</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Use simple sentences to explain ideas clearly in-group discussions, helping group move toward consensus.</li> </ul>	<p><b>Student Book:</b> 330, 342</p>
<p>3.3</p> <ul style="list-style-type: none"> <li>Use simple sentences to brainstorm and prioritize solutions to problems.</li> </ul>	<p><b>Student Book:</b> 307, 340, 341</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Advanced</b></p> <p>3.1</p> <ul style="list-style-type: none"> <li>Initiate and actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	<p><b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 226, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341</p>
<p>3.1</p> <ul style="list-style-type: none"> <li>Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<p><b>Student Book:</b> 35, 73, 109, 179, 226, 277</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to explain ideas clearly in group discussions, helping group move toward consensus.</li> </ul>	<p><b>Student Book:</b> 226, 330, 331, 342</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to respond to contributions of other group members and to check for understanding.</li> </ul>	<p><b>Student Book:</b> 330, 331</p>
<p>3.3</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to brainstorm and prioritize multiple solutions to a problem.</li> </ul>	<p><b>Student Book:</b> 307, 340, 341</p>
<p><b>Transitional</b></p> <p>3.1</p> <ul style="list-style-type: none"> <li>Respond actively and appropriately both in group work and in informal interactions.</li> </ul>	<p><b>Student Book:</b> 40, 114, 115, 126, 171, 226, 227, 354</p>
<p>3.1</p> <ul style="list-style-type: none"> <li>Identify group task and select appropriate actions.</li> </ul>	<p><b>Student Book:</b> 226, 227</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Elaborate on the contributions of other group members (nods in agreement, asks questions, offers additional information).</li> </ul>	<p><b>Student Book:</b> 109, 135, 147, 331</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Encourage group members to contribute ideas and points of view.</li> </ul>	<p><b>Student Book:</b> 109, 126, 135, 147</p>
<p>3.3</p> <ul style="list-style-type: none"> <li>Contribute and prioritize multiple solutions to problems.</li> </ul>	<p><b>Student Book:</b> 307, 340, 341</p>

## E A L R 4

**The student analyzes and evaluates the effectiveness of formal and informal communication.**

### C o m p o n e n t 4 . 1

**The student will assess strengths and needs for improvement. Assess own and others' communication strengths and needs and set goals for improvement.**

### C o m p o n e n t 4 . 2

**The student will seek and offer feedback. Seek and use feedback to improve communication; offer suggestions and comments to others.**

Benchmarks, Grades 6-8	ACCESS English
<b>Beginning</b> 4.1, 4.2 <ul style="list-style-type: none"><li>Attend to speakers in informal conversations and formal presentations.</li></ul>	<b>Student Book:</b> 277, 303
<b>Advanced Beginning</b> 4.1, 4.2 <ul style="list-style-type: none"><li>Use words and phrases to respond to speakers in informal conversations and formal presentations.</li></ul>	<b>Student Book:</b> 277, 303
<b>Intermediate</b> 4.1, 4.2 <ul style="list-style-type: none"><li>Use simple sentences to offer feedback in response to speakers in conversations and formal presentations.</li></ul>	<b>Student Book:</b> 277, 303
4.2 <ul style="list-style-type: none"><li>Accept feedback and revise presentation.</li></ul>	<b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335
<b>Advanced</b> 4.1 <ul style="list-style-type: none"><li>Use a rubric of effective traits to evaluate and to improve one's own presentations and conversations.</li></ul>	<b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335
4.2 <ul style="list-style-type: none"><li>Use a rubric to offer specific feedback on presentations with regard to delivery skills, conventions and cultural norms.</li></ul>	<b>Student Book:</b> 39, 43, 44, 224, 227, 274, 287, 335
4.2 <ul style="list-style-type: none"><li>Seek, accept and apply feedback about presentations.</li></ul>	<b>Student Book:</b> 39, 43, 44, 224, 227, 274, 287, 335

Benchmarks, Grades 6-8	ACCESS English
<b>Transitional</b> 4.1 <ul style="list-style-type: none"> <li>Use criteria to analyze and improve one’s own and others’ presentations.</li> </ul>	<b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335
4.2 <ul style="list-style-type: none"> <li>Seek, evaluate, accept and apply feedback.</li> </ul>	<b>Student Book:</b> 39, 43, 44, 224, 227, 274, 287, 335
4.2 <ul style="list-style-type: none"> <li>Use a rubric to offer specific feedback on presentations with regard to delivery skills, word choice and grammar.</li> </ul>	<b>Student Book:</b> 39, 43, 44, 224, 227, 274, 287, 335

## Reading Standards

### E A L R 1

**The student understands and uses different skills and strategies to read.**

#### Component 1.1

**Use word recognition skills and strategies to read and comprehend text.**

Benchmarks, Grades 6-8	ACCESS English
<b>Beginning</b> 1.1.1 <ul style="list-style-type: none"> <li>Recognize and use English concepts of print (e.g., alphabet, upper/lower case, directionality, words v. sentence, punctuation, parts of book).</li> </ul>	<b>Student Book:</b> 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 44, 47, 61, 65, 100, 194, 195, 334, 335
1.1.2 <ul style="list-style-type: none"> <li>Identify and manipulate in simple known words:               <ul style="list-style-type: none"> <li>syllables</li> <li>initial sounds</li> <li>ending sounds</li> <li>rhyme</li> </ul> </li> </ul>	<b>Student Book:</b> 171, 182, 183
1.1.2 <ul style="list-style-type: none"> <li>Produce known words that begin with phonemes student already hears and produces.</li> </ul>	<b>Student Book:</b> 182, 183
1.1.3 <ul style="list-style-type: none"> <li>Use gestures and single word responses to participate in a discussion of a story read aloud.</li> </ul>	<b>Student Book:</b> 28

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Advanced Beginning</b></p> <p>1.1.2</p> <ul style="list-style-type: none"> <li>Orally manipulate and segment simple known words by onset and rime.</li> </ul>	<p><b>Student Book:</b> 171, 183</p>
<p>1.1.2</p> <ul style="list-style-type: none"> <li>Identify common consonant and vowel sounds in known words.</li> </ul>	<p><b>Student Book:</b> 183</p>
<p>1.1.3</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to participate in a discussion of a story listened to or read.</li> </ul>	<p><b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79</p>
<p><b>Intermediate</b></p> <p>1.1.3</p> <ul style="list-style-type: none"> <li>Use simple sentences to participate in a discussion of a story listened to or read aloud.</li> </ul>	<p><b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79</p>
<p><b>Advanced</b></p> <p>1.1.3</p> <ul style="list-style-type: none"> <li>Participate in a discussion of a story listened to or read aloud.</li> </ul>	<p><b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79</p>

## C o m p o n e n t 1 . 2

Use vocabulary (word meaning) strategies to comprehend text.

## C o m p o n e n t 1 . 3

Build vocabulary through wide reading.

## C o m p o n e n t 1 . 4

Apply word recognition skills and strategies to read fluently.

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <p>1.2.1</p> <ul style="list-style-type: none"> <li>Use picture dictionary to find or confirm meanings.</li> </ul>	<p><b>Student Book:</b> 195, 306</p>
<p>1.3.1</p> <ul style="list-style-type: none"> <li>Produce simple vocabulary in response to a read-aloud, including texts from a variety of cultures and communities.</li> </ul>	<p><b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79</p>
<p>1.3.2</p> <ul style="list-style-type: none"> <li>Produce one-word responses to simple questions or a prompt. <b>W</b></li> </ul>	<p><b>Student Book:</b> 28, 148, 172, 251</p>
<p>1.3.2</p> <ul style="list-style-type: none"> <li>Use a word or gesture to discuss prior knowledge, illustrations, and content area concepts and vocabulary. <b>W</b></li> </ul>	<p><b>Student Book:</b> 22, 28, 30, 32, 33, 34, 35, 41, 55, 56, 57, 68, 73, 79, 85, 87, 89, 97, 101, 109, 111, 113, 114, 120, 122, 123, 148, 153, 157, 158, 172, 177, 179, 181, 185, 198, 203, 211, 221, 238, 258, 263, 306, 315, 327, 337, 347</p>
<p>1.4.1</p> <ul style="list-style-type: none"> <li>Recognize sight words.</li> </ul>	<p><b>Student Book:</b> 115</p>
<p><b>Advanced Beginning</b></p> <p>1.2.1</p> <ul style="list-style-type: none"> <li>Use glossary and picture dictionary to find or confirm word meaning.</li> </ul>	<p><b>Student Book:</b> 195, 306</p>
<p>1.2.2</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of roots and affixes.</li> </ul>	<p><b>Student Book:</b> 183, 234, 235, 301</p>
<p>1.2.2</p> <ul style="list-style-type: none"> <li>Apply word-meaning strategies in text (e.g., word structure, phonics, abbreviations, illustrations, prior knowledge and context).</li> </ul>	<p><b>Student Book:</b> 45, 54, 59, 79, 122, 172, 209, 234, 295, 306, 315, 327</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p>1.3.1</p> <ul style="list-style-type: none"> <li>Use new vocabulary in simple sentences to discuss, prior knowledge, illustrations to predict and confirm word meaning and concepts from literary and informational texts.</li> </ul>	<p><b>Student Book:</b> 54, 59, 80, 129, 148, 151, 152, 153, 154, 155, 172, 308, 320</p>
<p>1.3.1</p> <ul style="list-style-type: none"> <li>Use simple sentences to answer and ask questions and show understanding of new words.</li> </ul>	<p><b>Student Book:</b> 53, 59, 73, 215</p>
<p>1.3.2</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to participate in discussions of short, illustrated stories and show understanding of vocabulary. <b>W</b></li> </ul>	<p><b>Student Book:</b> 75, 77, 78</p>
<p>1.4.1</p> <ul style="list-style-type: none"> <li>Read introduced sight words.</li> </ul>	<p><b>Student Book:</b> 34, 71, 347</p>
<p>1.4.1</p> <ul style="list-style-type: none"> <li>Use simple sentences with introduced sight words.</li> </ul>	<p><b>Student Book:</b> 34, 71, 347</p>
<p><b>Intermediate</b></p> <p>1.2.1</p> <ul style="list-style-type: none"> <li>Use dictionary and glossary to find or confirm word meanings and parts of speech.</li> </ul>	<p><b>Student Book:</b> 195, 306, 347</p>
<p>1.2.2</p> <ul style="list-style-type: none"> <li>Use word-meaning strategies to determine meaning of unknown words in text (e.g., affixes, root words, word order, sentence structure, and prior knowledge).</li> </ul>	<p><b>Student Book:</b> 183, 234, 235, 301</p>
<p>1.2.2</p> <ul style="list-style-type: none"> <li>Use graphic features (tables, charts, graphs) to add to meaning of text.</li> </ul>	<p><b>Student Book:</b> 150, 151, 158, 159</p>
<p>1.3.1</p> <ul style="list-style-type: none"> <li>Use new vocabulary from text in oral or written descriptive sentences.</li> </ul>	<p><b>Student Book:</b> 20, 21, 22, 34, 35, 45, 78, 79, 102, 241, 262, 263, 264</p>
<p>1.3.2</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to discuss words and concepts across content areas. <b>W</b></li> </ul>	<p><b>Student Book:</b> 20, 21, 22, 34, 35, 45, 78, 79, 102, 241, 262, 263, 264</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
1.3.2 <ul style="list-style-type: none"> <li>• Identify familiar words with multiple meanings. <b>W</b></li> </ul>	<b>Student Book:</b> 45, 122, 209, 234, 295, 327
1.4.1 <ul style="list-style-type: none"> <li>• Read introduced sight words.</li> </ul>	<b>Student Book:</b> 34, 71, 347
1.4.3 <ul style="list-style-type: none"> <li>• Adjust reading rate to match purpose.</li> </ul>	<b>Student Book:</b> 23, 51, 103, 319
<b>Advanced</b>  1.2.1 <ul style="list-style-type: none"> <li>• Use dictionary, glossary, and thesaurus to find or confirm word meanings, parts of speech, synonyms and antonyms.</li> </ul>	<b>Student Book:</b> 195, 306, 347
1.2.2 <ul style="list-style-type: none"> <li>• Use word-meaning strategies to predict and confirm meaning of unknown words in text (e.g., affixes, root words, word order, sentence structure, prior knowledge).</li> </ul>	<b>Student Book:</b> 111, 183, 234, 235, 301
1.2.2 <ul style="list-style-type: none"> <li>• Use descriptive sentences to discuss prior knowledge, pictures, illustrations, context, and diagrams to clarify word meanings and concepts across content areas.</li> </ul>	<b>Student Book:</b> 20, 21, 22, 45, 47, 78, 79, 102, 241, 262, 263, 264
1.3.1 <ul style="list-style-type: none"> <li>• Use new vocabulary in own oral and written communication.</li> </ul>	<b>Student Book:</b> 20, 21, 22, 45, 47, 78, 79, 102, 241, 262, 263, 264
1.3.2 <ul style="list-style-type: none"> <li>• Identify and define words and concepts across content areas. <b>W</b></li> </ul>	<b>Student Book:</b> 20, 21, 22, 34, 35, 45, 47, 78, 79, 102, 241, 262, 263, 264
1.4.1 <ul style="list-style-type: none"> <li>• Use and read an increased number of sight words.</li> </ul>	<b>Student Book:</b> 34, 71, 347
1.4.3 <ul style="list-style-type: none"> <li>• Adjust reading rate to match difficulty of text such as content area reading and for different purposes.</li> </ul>	<b>Student Book:</b> 23, 91, 206, 310, 311, 319

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Transitional</b></p> <p>1.2.1</p> <ul style="list-style-type: none"> <li>Discuss use of dictionaries, glossaries and thesauruses to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.</li> </ul>	<p><b>Student Book:</b> 195, 306, 344, 345, 347</p>
<p>1.2.2</p> <ul style="list-style-type: none"> <li>Analyze text, sentence and word structure to understand new words and concepts in literary and informational text.</li> </ul>	<p><b>Student Book:</b> 84, 85, 197, 198</p>
<p>1.3.1</p> <ul style="list-style-type: none"> <li>Integrate new vocabulary from text into written and oral communication across content areas.</li> </ul>	<p><b>Student Book:</b> 20, 21, 22, 34, 35, 45, 47, 78, 79, 102, 241, 262, 263, 264</p>
<p>1.4.3</p> <ul style="list-style-type: none"> <li>Adjust reading rate to match difficulty of text and the purposes for reading (e.g., skimming for facts and scanning for key words).</li> </ul>	<p><b>Student Book:</b> 23, 91, 206, 310, 311, 319</p>

## E A L R 2

The student understands the meaning of what is read.

### C o m p o n e n t 2 . 1

Demonstrate evidence of reading comprehension.

### C o m p o n e n t 2 . 2

Understand and apply knowledge of text components to comprehend text.

Benchmarks, Grades 6-8	ACCESS English
<b>Beginning</b> 2.1.1, 2.1.6 <ul style="list-style-type: none"><li>Use one or two words to answer questions and participate in a discussion about meaning and complete a graphic organizer in response to story read aloud.</li></ul>	<b>Student Book:</b> 28, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 251, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.1, 2.1.6 <ul style="list-style-type: none"><li>Use one or two word responses to answer literal comprehension questions before, during, and after simple text read aloud.</li></ul>	<b>Student Book:</b> 28, 241, 251
2.1.1, 2.1.6 <ul style="list-style-type: none"><li>Answer literal comprehension questions about short simple text sentences (i.e., active, positive, present tense, statements with regular plurals).</li></ul>	<b>Student Book:</b> 59, 65, 69, 70, 106, 107, 108, 109, 135, 147, 159, 171, 175, 178, 179, 180, 181, 182, 183, 234, 235, 236, 237, 239
2.1.2 <ul style="list-style-type: none"><li>Draw pictures to check comprehension and to predict events in text read aloud. (also 2.1.5)</li></ul>	<b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300
2.1.3 <ul style="list-style-type: none"><li>Use one or two words to state main idea of text read aloud. <b>W</b></li></ul>	<b>Student Book:</b> 28, 241, 251
2.1.4 <ul style="list-style-type: none"><li>Use one or two words to orally contribute to a shared graphic organizer to represent ideas and relationships and to activate prior knowledge. (also 2.1.3) <b>W</b></li></ul>	<b>Student Book:</b> 28, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 251, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.5 <ul style="list-style-type: none"><li>Use gestures, pictures and one-word responses to predict what will happen based on pictures in text read aloud. <b>W</b></li></ul>	<b>Student Book:</b> 28, 241, 251

Benchmarks, Grades 6-8	ACCESS English
2.2.1, 2.2.3 <ul style="list-style-type: none"> <li>Draw and sequence pictures to represent story line and elements of simple literary text. <b>W</b></li> </ul>	<b>Student Book:</b> 35, 46, 95
2.2.2 <ul style="list-style-type: none"> <li>Find and point to text features in print and electronic media (title, table of contents, etc.) to locate information. <b>W</b></li> </ul>	<b>Student Book:</b> 150, 151, 158, 159
<b>Advanced Beginning</b> 2.1.1, 2.1.6 <ul style="list-style-type: none"> <li>Use words and/or phrases to discuss meaning while reading using context, looking back and reading ahead.</li> </ul>	<b>Student Book:</b> 52, 53, 56, 78, 83
2.1.1 <ul style="list-style-type: none"> <li>Use words and/or phrases to answer questions before, during and after text read aloud.</li> </ul>	<b>Student Book:</b> 29, 30, 31, 32, 33, 52, 53, 196, 197, 198
2.1.2 <ul style="list-style-type: none"> <li>Use words and/or phrases to describe the mental images that occur from text read aloud.</li> </ul>	<b>Student Book:</b> 17, 112, 113
2.1.3 <ul style="list-style-type: none"> <li><i>Identify phrases and simple sentences that describe a picture or select a picture described by a phrase or simple sentences. <b>W</b></i></li> </ul>	<b>Student Book:</b> 18, 19, 23, 31
2.1.3 <ul style="list-style-type: none"> <li>Use phrases to state main idea and discuss theme/message of a read-aloud literary text. <b>W</b></li> </ul>	<b>Student Book:</b> 241, 252, 262, 263
2.1.4 <ul style="list-style-type: none"> <li>Use words and/or phrases in a graphic organizer or in a discussion connecting self to characters, events, and information from text read aloud. <i>(also 2.1.3)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 28, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 251, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.5 <ul style="list-style-type: none"> <li><i>Answer both literal and inferential comprehension questions about text composed of simple sentences including, negatives, yes/no questions simple past and future tenses, etc. <b>W</b></i></li> </ul>	<b>Student Book:</b> 59, 65, 69, 70, 106, 107, 108, 109, 135, 147, 159, 171, 175, 178, 179, 180, 181, 182, 183, 234, 235, 236, 237, 239

Benchmarks, Grades 6-8	ACCESS English
2.1.5 <ul style="list-style-type: none"> <li>Use words and/or phrases to predict what will happen based on literary or informational text read aloud. <b>W</b></li> </ul>	<b>Student Book:</b> 211, 243
2.1.5 <ul style="list-style-type: none"> <li><i>Indicate what will happen next in text composed of simple sentences including negatives, yes/no questions, simple past and future tenses, etc.</i> <b>W</b></li> </ul>	<b>Student Book:</b> 103, 182
2.2.1, 2.2.3 <ul style="list-style-type: none"> <li>Use words and/or phrases to retell the sequence and identify story elements of simple literary text. <b>W</b></li> </ul>	<b>Student Book:</b> 99, 169, 182
2.2.1, 2.2.3 <ul style="list-style-type: none"> <li><i>Indicate the correct sequence in text composed of simple sentences including negatives, yes/no questions, simple past and future tenses, etc.</i> <b>W</b></li> </ul>	<b>Student Book:</b> 103, 182
2.2.2 <ul style="list-style-type: none"> <li>Identify organizational features of printed and electronic text. <b>W</b></li> </ul>	<b>Student Book:</b> 94, 95, 96, 97, 98, 99, 100
<b>Intermediate</b>  2.1.1 <ul style="list-style-type: none"> <li>Use simple sentences to ask and answer questions based on literary and informational text.</li> </ul>	<b>Student Book:</b> 206, 210, 319
2.1.2 <ul style="list-style-type: none"> <li>Use simple sentences to describe images from story in literary text.</li> </ul>	<b>Student Book:</b> 17, 112, 113
2.1.3 <ul style="list-style-type: none"> <li>Identify the main idea and details in text. <b>W</b></li> </ul>	<b>Student Book:</b> 86, 87, 88, 89, 108, 109, 110, 112, 113, 326
2.1.4 <ul style="list-style-type: none"> <li>Use simple sentences in discussion or on a graphic organizer to connect prior experience and knowledge to characters, events, and information within a text. <b>W</b></li> </ul>	<b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.5 <ul style="list-style-type: none"> <li><i>Answer both literal and inferential comprehension questions about text composed with irregular plurals, modals, common irregular verbs, prepositional phrases, etc.</i> <b>W</b></li> </ul>	<b>Student Book:</b> 211, 229, 230, 236, 237, 277, 345, 351

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
2.1.5 <ul style="list-style-type: none"> <li>Use simple sentences to predict and infer using prior knowledge and information drawn from text. <b>W</b></li> </ul>	<b>Student Book:</b> 89, 206, 211, 243, 257
2.1.5 <ul style="list-style-type: none"> <li>Infer an idea supported by text details. <b>W</b></li> </ul>	<b>Student Book:</b> 89, 206, 211, 249, 257
2.1.6 <ul style="list-style-type: none"> <li>Use comprehension repair strategies such as looking back at text, re-reading, and paraphrasing by sections.</li> </ul>	<b>Student Book:</b> 25, 26, 27, 151, 155, 220
2.1.7 <ul style="list-style-type: none"> <li>Use simple sentences to summarize, to state the main idea with supporting details and to discuss theme/message of a literary or informational text. <i>(also 2.1.3)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 40, 41, 42, 70, 90, 108, 109, 114, 165, 170, 220, 221, 222, 223, 226, 241, 262, 263, 270, 271
2.2.1 <ul style="list-style-type: none"> <li>Identify the correct sequence and predict what will happen next in text composed of sentences with modals, common irregular verbs, prepositional phrases, common idioms, etc. <i>(also 2.1.5)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 229, 230, 236, 237
2.2.1 <ul style="list-style-type: none"> <li>Use simple sentences to retell story in sequence and to identify story elements. <i>(also 2.1.5)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 146, 155, 264, 277, 288
2.2.2, 2.2.3 <ul style="list-style-type: none"> <li>Use simple sentences to explain organizational features (e.g., glossaries, tables of content, map keys, captions in text or electronic media). <b>W</b></li> </ul>	<b>Student Book:</b> 150, 154, 195, 218, 311
2.2.4 <ul style="list-style-type: none"> <li>Identify text written in simple listing, sequential order, and description text structures.</li> </ul>	<b>Student Book:</b> 30, 45, 55, 91, 143, 185, 189, 213, 225, 251, 268, 270, 271, 331, 353
<b>Advanced</b>  2.1.1 <ul style="list-style-type: none"> <li>Use descriptive sentences to ask and answer questions supported with details and evidence.</li> </ul>	<b>Student Book:</b> 47, 68, 211, 326
2.1.2 <ul style="list-style-type: none"> <li>Draw and use descriptive sentences to depict mental images that occur while reading.</li> </ul>	<b>Student Book:</b> 17, 19, 35, 46, 58, 69, 112, 113

Benchmarks, Grades 6-8	ACCESS English
2.1.2 <ul style="list-style-type: none"> <li>Respond to questions about mental images that occur while reading text.</li> </ul>	<b>Student Book:</b> 17, 19, 24, 25, 26, 27, 54
2.1.3 <ul style="list-style-type: none"> <li>Identify the main idea and predict an idea or theme supported by text details. <b>W</b></li> </ul>	<b>Student Book:</b> 86, 87, 108, 165
2.1.4 <ul style="list-style-type: none"> <li>Use descriptive sentences to predict and infer using prior knowledge and information drawn from text. <b>W</b></li> </ul>	<b>Student Book:</b> 89, 206, 257
2.1.5 <ul style="list-style-type: none"> <li>Select and use appropriate graphic organizer to comprehend text, to represent ideas and relationships and to activate prior knowledge. <b>W</b></li> </ul>	<b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.5 <ul style="list-style-type: none"> <li><i>Answer literal and inferential comprehension questions about text composed of complex sentences. Text may contain perfect tense, compounds, clauses or passive voice. <b>W</b></i></li> </ul>	<b>Student Book:</b> 89, 175, 206, 235, 257
2.1.5 <ul style="list-style-type: none"> <li>Identify the correct sequence and predict what will happen next in complex text. <b>W</b></li> </ul>	<b>Student Book:</b> 99, 101, 143, 154, 168, 169, 200, 261
2.1.6 <ul style="list-style-type: none"> <li>Use and explain comprehension repair strategies (e.g., looking back at text, re-reading, note-taking, and paraphrasing by sections).</li> </ul>	<b>Student Book:</b> 26, 27
2.1.7 <ul style="list-style-type: none"> <li>Use descriptive sentences in a summary of literary or informational text, including main idea, theme/message and supporting details. <i>(also 2.1.3)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 40, 41, 42, 70, 81, 83, 89, 90, 108, 109, 114, 145, 165, 170, 211, 220, 221, 222, 223, 226, 257, 270, 271
2.2.2, 2.2.3 <ul style="list-style-type: none"> <li>Identify information from charts and graphs. <b>W</b></li> </ul>	<b>Student Book:</b> 151, 152, 153, 154
2.2.2 <ul style="list-style-type: none"> <li>Use descriptive sentences to explain the choice of appropriate text features (e.g., glossary, table of contents, captions, map keys, citations, notes and references). <b>W</b></li> </ul>	<b>Student Book:</b> 150, 154, 195, 218, 311

Benchmarks, Grades 6-8	ACCESS English
2.2.3 <ul style="list-style-type: none"> <li>Use descriptive sentences with evidence to demonstrate knowledge of time, order, and sequence such as foreshadowing, flashbacks and dream sequences. <b>W</b></li> </ul>	<b>Student Book:</b> 99, 154, 163, 169, 261
2.2.4 <ul style="list-style-type: none"> <li>Identify text written in simple listing, sequential order, description, compare and contrast, and problem/solution text structures.</li> </ul>	<b>Student Book:</b> 51, 57, 94, 96, 97, 202
<b>Transitional</b>  2.1.1 <ul style="list-style-type: none"> <li>Use specialized vocabulary to ask and answer questions before, during, and after reading grade level text and articulate knowledge of questioning strategies used to locate answers.</li> </ul>	<b>Student Book:</b> 47, 68, 206, 211, 215, 319
2.1.3 <ul style="list-style-type: none"> <li>Identify the main idea and details of grade level text and infer an idea or theme supported by textual details. <b>W</b></li> </ul>	<b>Student Book:</b> 40, 41, 42, 70, 81, 83, 89, 90, 108, 109, 114, 145, 165, 170, 211, 220, 221, 222, 223, 226, 257, 270, 271
2.1.4 <ul style="list-style-type: none"> <li>Select, create, and use appropriate graphic organizers to comprehend text, represent ideas and relationships and to activate prior knowledge across content areas. <b>W</b></li> </ul>	<b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.5 <ul style="list-style-type: none"> <li><i>Answer literal and inferential comprehension questions about grade level text.</i> <b>W</b></li> </ul>	<b>Student Book:</b> 89, 206, 257
2.1.5 <ul style="list-style-type: none"> <li>Use descriptive sentences and specialized vocabulary to independently predict and infer using prior knowledge and information drawn from text. <b>W</b></li> </ul>	<b>Student Book:</b> 89, 206, 257
2.1.6 <ul style="list-style-type: none"> <li>Use descriptive sentences to identify and explain where and why comprehension was lost and use a comprehension repair strategy to regain meaning of text.</li> </ul>	<b>Student Book:</b> 26, 27
2.1.7 <ul style="list-style-type: none"> <li>Use descriptive sentences and specialized vocabulary to summarize, state the theme/message, and identify the main idea and several supporting details in a text. <i>(also 2.1.3)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 40, 41, 42, 46, 70, 90, 108, 109, 114, 165, 170, 220, 221, 222, 223, 226, 241, 262, 263, 270, 271

Benchmarks, Grades 6-8	ACCESS English
2.2.1 <ul style="list-style-type: none"> <li>Identify the correct sequence and predict what will happen next in grade level text.</li> </ul>	<b>Student Book:</b> 101, 167, 169, 170, 241, 262, 263
2.2.2, 2.2.4 <ul style="list-style-type: none"> <li>Apply understanding of text features independently to the acquisition and application of information across content areas. <b>W</b></li> </ul>	<b>Student Book:</b> 16, 20, 21, 24, 25, 26,27, 36, 37, 38, 39, 48, 49, 50, 51, 52, 53, 60, 72, 80, 92, 93, 104, 116, 118, 119, 128, 136, 148, 149, 150, 151, 160, 172, 184, 192, 193, 204, 205, 216, 217, 218, 219, 228, 229, 240, 254, 256, 257, 266, 267, 268, 269, 278, 279, 280, 281, 302, 308, 309, 320, 321, 322, 323, 332, 333, 334, 335, 344, 345
2.2.3 <ul style="list-style-type: none"> <li>Use descriptive sentences with some specialized vocabulary to analyze the basic interdependence and interaction of literary elements including character, time. <b>W</b></li> </ul>	<b>Student Book:</b> 258, 260, 280, 281, 286
2.2.4 <ul style="list-style-type: none"> <li>Identify text written in simple listing, sequential order, description, compare and contrast, problem/solution, and chronological order text structures.</li> </ul>	<b>Student Book:</b> 30, 45, 55, 91, 94, 96, 97, 99, 143, 185, 189, 202, 213, 225, 251, 268, 270, 271, 331, 353

## Component 2.3

**Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.**

## Component 2.4

**Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.**

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <p>2.3.1</p> <ul style="list-style-type: none"> <li>• Use a word or gesture to describe:               <ul style="list-style-type: none"> <li>• familiar concepts</li> <li>• cause and effect relationships</li> <li>• compare and contrast between texts read aloud <b>W</b></li> </ul> </li> </ul>	<p><b>Student Book:</b> 95, 97, 99, 101</p>
<p>2.3.2</p> <ul style="list-style-type: none"> <li>• Use a picture, word, or gesture to categorize elements in literary or informational text.</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300</p>
<p>2.3.3</p> <ul style="list-style-type: none"> <li>• Categorize words and characters from pictures and labels. <b>W</b></li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300</p>
<p>2.3.4</p> <ul style="list-style-type: none"> <li>• Use word or gesture to indicate location of information in picture dictionaries.</li> </ul>	<p><b>Student Book:</b> 195, 306</p>
<p>2.4.1</p> <ul style="list-style-type: none"> <li>• Use word or gesture to express own reaction to literature. <b>W</b></li> </ul>	<p><b>Student Book:</b> 58, 342</p>
<p><b>Advanced Beginning</b></p> <p>2.3.1</p> <ul style="list-style-type: none"> <li>• Use words and/or phrases to describe:               <ul style="list-style-type: none"> <li>• familiar concepts</li> <li>• cause and effect relationships</li> <li>• compare and contrast within and/or between texts read aloud <b>W</b></li> </ul> </li> </ul>	<p><b>Student Book:</b> 95, 97, 99, 101</p>
<p>2.3.2</p> <ul style="list-style-type: none"> <li>• Answer cause/effect and comparison/contrast questions about written paragraph-length text.</li> </ul>	<p><b>Student Book:</b> 95, 97, 99, 101</p>

Benchmarks, Grades 6-8	ACCESS English
2.3.2 <ul style="list-style-type: none"> <li>Use words or phrases to discuss information found in general reference materials (e.g., picture dictionary, dictionary, thesaurus). <b>W</b></li> </ul>	<b>Student Book:</b> 195, 306
2.3.3 <ul style="list-style-type: none"> <li>Use words or phrases to identify the simplest forms of literary devices (e.g., simile, metaphors, and alliteration). <b>W</b></li> </ul>	<b>Student Book:</b> 57, 252
2.3.4 <ul style="list-style-type: none"> <li>Use simple note-taking skills to begin to synthesize information from a variety of sources.</li> </ul>	<b>Student Book:</b> 146, 226, 264
2.4.1 <ul style="list-style-type: none"> <li>Use words or phrases to make generalizations and draw supported conclusions from text. <b>W</b></li> </ul>	<b>Student Book:</b> 50, 56, 83, 207, 215
2.4.2 <ul style="list-style-type: none"> <li>Use words or phrases to identify facts that identify the author's use of word choice and support the author's purpose and tone. <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 330
2.4.3 <ul style="list-style-type: none"> <li><i>Distinguish between fantasy/reality and fact/opinion in text composed of phrases or simple sentences. (also 2.3.1)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 330
2.4.3 <ul style="list-style-type: none"> <li>Use words or phrases to distinguish between fantasy and reality in literary text and fact and opinion in informational text. <i>(also 2.3.1)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 330
2.4.4 <ul style="list-style-type: none"> <li>Use words or phrases to identify persuasive devices from advertising slogans and peer pressure. <b>W</b></li> </ul>	<b>Student Book:</b> 322, 323
<b>Intermediate</b>  2.3.1 <ul style="list-style-type: none"> <li>Identify cause/effect and comparison/contrast relationships in written text. <b>W</b></li> </ul>	<b>Student Book:</b> 95, 97, 99, 101

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p>2.3.1</p> <ul style="list-style-type: none"> <li>• Use simple sentences with text-based evidence to: <ul style="list-style-type: none"> <li>• describe cause and effect</li> <li>• compare and contrast in text read aloud or independently <b>W</b></li> </ul> </li> </ul>	<b>Student Book:</b> 95, 97, 99, 101
<p>2.3.2</p> <ul style="list-style-type: none"> <li>• Identify the author’s purpose and distinguish between fantasy/reality and fact/opinion in short text. <i>(also 2.2.4)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330
<p>2.3.2</p> <ul style="list-style-type: none"> <li>• Locate information in adapted general reference materials (e.g., picture dictionaries, dictionary).</li> </ul>	<b>Student Book:</b> 218, 226
<p>2.3.2</p> <ul style="list-style-type: none"> <li>• Use simple sentences to discuss information found in general reference materials (e.g., dictionary, encyclopedia, thesaurus).</li> </ul>	<b>Student Book:</b> 218, 226
<p>2.3.3</p> <ul style="list-style-type: none"> <li>• Use simple sentences to identify literary devices (e.g., dialogue and alliteration). <b>W</b></li> </ul>	<b>Student Book:</b> 190, 252, 281, 289
<p>2.3.4</p> <ul style="list-style-type: none"> <li>• Use simple sentences to integrate information from a variety of sources by note taking and paraphrasing.</li> </ul>	<b>Student Book:</b> 27, 52, 53, 151, 155, 168, 194, 199, 200, 201, 203, 220
<p>2.4.1</p> <ul style="list-style-type: none"> <li>• Use simple sentences to make generalizations and draw supported conclusions from text. <b>W</b></li> </ul>	<b>Student Book:</b> 50, 56, 83, 207
<p>2.4.2</p> <ul style="list-style-type: none"> <li>• Use simple sentences to identify facts that support the author’s word choice, purpose, tone, and use of persuasive devices. <b>W</b></li> </ul>	<b>Student Book:</b> 73, 303, 304, 305, 306, 307, 326, 328, 329, 330
<p>2.4.3</p> <ul style="list-style-type: none"> <li>• Use simple sentences to distinguish between: <ul style="list-style-type: none"> <li>• fantasy and reality in literary text</li> <li>• fact and opinion <i>(also 2.3.1)</i> <b>W</b></li> </ul> </li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 328, 330

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Advanced</b></p> <p>2.3.1</p> <ul style="list-style-type: none"> <li>Answer cause/effect and comparison/ contrast questions about extended written text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 51, 57, 94, 95, 96, 97, 101, 139, 141, 166, 167, 202, 318</p>
<p>2.3.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences and information from texts to describe cause and effect and compare and contrast in literary and informational texts. <b>W</b></li> </ul>	<p><b>Student Book:</b> 51, 57, 94, 95, 96, 97, 101, 139, 141, 166, 167, 202, 318</p>
<p>2.3.2</p> <ul style="list-style-type: none"> <li>Locate information on a topic in the appropriate resource/s for a specific purpose.</li> </ul>	<p><b>Student Book:</b> 218, 226</p>
<p>2.3.3</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to identify additional literary devices (e.g., metaphor, imagery, irony, sarcasm and humor). <b>W</b></li> </ul>	<p><b>Student Book:</b> 22, 57, 112, 113, 114, 190, 252, 262, 281, 289</p>
<p>2.4.1</p> <ul style="list-style-type: none"> <li>Identify the author’s purpose and answer fantasy/reality and fact/opinion questions about extended text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 185, 191, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330</p>
<p>2.4.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to explain the author’s use of word choice, sentence structure and length, and time to influence an audience. <b>W</b></li> </ul>	<p><b>Student Book:</b> 115, 320, 321, 322, 323, 325</p>
<p>2.4.2</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to explain the intended effects of authors’ persuasive strategies and evaluate authors’ use of details and examples to achieve effect. <b>W</b></li> </ul>	<p><b>Student Book:</b> 115, 320, 321, 322, 323, 325, 328, 329</p>
<p>2.4.3</p> <ul style="list-style-type: none"> <li>Identify the author’s purpose and answer fantasy/reality and fact/opinion questions about extended text. <i>(also 2.3.1)</i> <b>W</b></li> </ul>	<p><b>Student Book:</b> 185, 191, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330</p>
<p>2.4.3</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to explain use of persuasive devices, propaganda techniques, and point of view. <b>W</b></li> </ul>	<p><b>Student Book:</b> 115, 320, 321, 322, 323, 325, 328, 329</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p>2.4.5</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to compare and contrast themes and concepts among texts and make generalizations about universal themes, the human condition and cultural or historical perspectives. <b>W</b></li> </ul>	<p><b>Student Book:</b> 51, 57, 96, 97, 202, 262, 263, 264</p>
<p><b>Transitional</b></p> <p>2.3.1</p> <ul style="list-style-type: none"> <li>Answer compare/contrast and cause/effect questions citing evidence from grade-level text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 98, 99, 101, 102, 166, 167, 170, 202</p>
<p>2.3.1</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to: <ul style="list-style-type: none"> <li>analyze similarities and differences</li> <li>explain cause/effect with text-based evidence <b>W</b></li> </ul> </li> </ul>	<p><b>Student Book:</b> 101, 126, 166, 167, 202, 170</p>
<p>2.3.2</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary across content areas to integrate information from a variety of sources to draw conclusions by note taking and paraphrasing.</li> </ul>	<p><b>Student Book:</b> 27, 52, 151, 155, 159, 169, 194, 197, 198, 199, 201, 220</p>
<p>2.3.3</p> <ul style="list-style-type: none"> <li>Identify literary devices in grade level text to indicate how they convey the author’s message. <b>W</b></li> </ul>	<p><b>Student Book:</b> 22, 57, 112, 113, 114, 190, 262, 281, 289</p>
<p>2.3.3</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to explain meaning and author’s use of literary devices (e.g., irony, sarcasm, dialogue, humor, and symbol). <b>W</b></li> </ul>	<p><b>Student Book:</b> 22, 57, 112, 113, 114, 190, 252, 262, 281, 289</p>
<p>2.4.1</p> <ul style="list-style-type: none"> <li>Identify facts/opinions, draw conclusions, make generalizations and inferences from grade-level text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 185, 191, 205, 206, 207, 210, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330</p>
<p>2.4.2</p> <ul style="list-style-type: none"> <li>Identify effect of author’s word choice, syntax, and tone. <b>W</b></li> </ul>	<p><b>Student Book:</b> 73, 322, 323, 325</p>
<p>2.4.3</p> <ul style="list-style-type: none"> <li>Explain difference between facts and opinions. <b>W</b></li> </ul>	<p><b>Student Book:</b> 185, 191, 322, 323, 325, 330</p>

**E A L R 3**

The student reads materials for a variety of purposes.

**C o m p o n e n t 3 . 1**

Read to learn new information.

**C o m p o n e n t 3 . 2**

Read to perform a task.

**C o m p o n e n t 3 . 3**

Read for career applications.

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<b>Intermediate</b> 3.1.1 <ul style="list-style-type: none"><li>Follow multi-step directions composed of simple sentences to perform a task.</li></ul>	<b>Student Book:</b> 6, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 226, 227, 319
<b>Advanced</b> 3.1.1 <ul style="list-style-type: none"><li>Follow multi-step directions to perform a task at school, home, and work.</li></ul>	<b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 226, 227, 319
<b>Transitional</b> 3.3.1 <ul style="list-style-type: none"><li>Follow multi-step directions from grade-level text to perform a technical or academic task.</li></ul>	<b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 226, 227, 319
3.3.1 <ul style="list-style-type: none"><li>Follow directions from technical, website, or grade-level sources at school, home, and work.</li></ul>	<b>Student Book:</b> 159, 316, 317

## Component 3.4

### Read for literary/narrative experience in a variety of genres.

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <p>3.4.2</p> <ul style="list-style-type: none"> <li>• Uses drawings, words, or gesture to respond to and distinguish among a variety of genres read aloud.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p><b>Advanced Beginning</b></p> <p>3.4.2</p> <ul style="list-style-type: none"> <li>• Use words or phrases to respond to and distinguish among a variety of genres read aloud.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p><b>Intermediate</b></p> <p>3.4.1</p> <ul style="list-style-type: none"> <li>• Use simple sentences to compare/contrast texts and traditions of literature from various cultures.</li> </ul>	<p><b>Student Book:</b> 49, 50, 51, 134, 256</p>
<p>3.4.2</p> <ul style="list-style-type: none"> <li>• Use simple sentences to respond to and distinguish among a variety of genres read aloud/independently.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p><b>Advanced</b></p> <p>3.4.1</p> <ul style="list-style-type: none"> <li>• Use descriptive sentences to identify and discuss the culture and/or traditions described in a piece of literature.</li> </ul>	<p><b>Student Book:</b> 49, 50, 51, 134, 256</p>
<p>3.4.2</p> <ul style="list-style-type: none"> <li>• Use descriptive sentences to respond to a variety of genres read aloud/ independently and explain why certain ones best convey specific messages.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p>3.4.2</p> <ul style="list-style-type: none"> <li>• Use descriptive sentences to compare/contrast and generalize traditions of literature from various cultures and explain how they are different from those of the reader.</li> </ul>	<p><b>Student Book:</b> 49, 50, 51, 134, 256</p>
<p>3.4.3</p> <ul style="list-style-type: none"> <li>• Use descriptive sentences to compare/contrast genres (e.g., similar topic, issue, literary elements, theme).</li> </ul>	<p><b>Student Book:</b> 17, 18, 22, 78, 79, 134, 241, 256, 262, 263, 264</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
3.4.4 <ul style="list-style-type: none"> <li>• Compare and contrast works of literature that deal with similar topics and problems.</li> </ul>	<b>Student Book:</b> 17, 18, 22, 78, 79, 241, 262, 263, 264
<b>Transitional</b>  3.4.1 <ul style="list-style-type: none"> <li>• Identify and discuss the culture and/or traditions described in a piece of literature.</li> </ul>	<b>Student Book:</b> 49, 50, 51, 134, 256
3.4.2 <ul style="list-style-type: none"> <li>• Use specialized vocabulary to respond to a variety of genres read aloud/ independently and explain why certain ones best convey specific messages.</li> </ul>	<b>Student Book:</b> 134, 256
3.4.2 <ul style="list-style-type: none"> <li>• Use specialize vocabulary sentences to compare/contrast cultural or historical perspectives described in pieces of literature.</li> </ul>	<b>Student Book:</b> 49, 50, 51, 134, 256
3.4.3 <ul style="list-style-type: none"> <li>• Use specialized vocabulary to compare/contrast genres (e.g., similar topic, issue, literary elements or theme).</li> </ul>	<b>Student Book:</b> 134, 202

## E A L R 4

The student sets goals and evaluates progress to improve reading.

### C o m p o n e n t 4 . 1

Assess reading strengths and need for improvement.

### C o m p o n e n t 4 . 2

Develop interests and share reading experiences.

Benchmarks, Grades 6-8	ACCESS English
<b>Beginning</b> 4.2.1 <ul style="list-style-type: none"><li>Use word, phrase or gesture to indicate preference for certain books read aloud.</li></ul>	<b>Student Book:</b> 55, 56
<b>Advanced Beginning</b> 4.1.1 <ul style="list-style-type: none"><li>Use words and/or phrases to explain what good readers do.</li></ul>	<b>Student Book:</b> 26, 27, 28, 29, 32, 33, 34, 35
4.1.2 <ul style="list-style-type: none"><li>Set goals to learn basic English phonemes, rules, and sight words and track progress through use of word banks, charts, and logs.</li></ul>	<b>Student Book:</b> 115, 347
4.2.1 <ul style="list-style-type: none"><li>Use words or phrases to discuss favorite authors and texts read aloud.</li></ul>	<b>Student Book:</b> 146
<b>Intermediate</b> 4.1.1 <ul style="list-style-type: none"><li>Use simple sentences to explain what good readers do.</li></ul>	<b>Student Book:</b> 26, 27, 28, 29, 32, 33, 34, 35
4.1.2 <ul style="list-style-type: none"><li>Set goals to apply knowledge of English phonemes, rules, and sight words to reading literary and informational text and track progress through use of charts, rubrics, and reading logs.</li></ul>	<b>Student Book:</b> 115, 347

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Advanced</b></p> <p>4.1.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to explain what good readers do.</li> </ul>	<p><b>Student Book:</b> 26, 27, 28, 29, 32, 33, 34, 35</p>
<p>4.2.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to share experiences and ideas from reading both literary and informational text.</li> </ul>	<p><b>Student Book:</b> 196, 197, 198, 243, 245, 247, 249, 312, 313, 314, 315</p>
<p>4.2.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to participate in guided book talks.</li> </ul>	<p><b>Student Book:</b> 243, 245, 247, 249</p>
<p><b>Transitional</b></p> <p>4.2.1</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to share experiences and ideas from reading both literary and informational text.</li> </ul>	<p><b>Student Book:</b> 196, 197, 198, 243, 245, 247, 249, 312, 313, 314, 315</p>
<p>4.2.1</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to participate in book talks.</li> </ul>	<p><b>Student Book:</b> 243, 245, 247, 249</p>

## Writing Standards

### EA LR 1

**The student writes clearly and effectively.**

#### Component 1.1

**The student will develop concept and design.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Draw, label and sequence pictures to tell a story</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 95, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300</p>
<ul style="list-style-type: none"> <li>Use labeled drawings or graphic organizers to convey main ideas with supporting details</li> </ul>	<p><b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354</p>
<ul style="list-style-type: none"> <li>Write familiar words or sight words</li> </ul>	<p><b>Student Book:</b> 23</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>Participate in group writing based on a visual prompt or own experience</li> </ul>	<b>Student Book:</b> 91, 115
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and phrases to express an idea or opinion</li> </ul>	<b>Student Book:</b> 55, 322, 323, 341
<ul style="list-style-type: none"> <li>Write simple sentences using a model or frame</li> </ul>	<b>Student Book:</b> 69, 70
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Choose and maintain focus on topic</li> </ul>	<b>Student Book:</b> 82, 86, 222, 223, 224, 227
<ul style="list-style-type: none"> <li>Use simple sentences to write: <ul style="list-style-type: none"> <li>a narrative paragraph on a familiar topic using a model</li> <li>an expository paragraph about a topic with supporting details</li> </ul> </li> </ul>	<b>Student Book:</b> 90, 170, 276
<ul style="list-style-type: none"> <li>Use basic transitions</li> </ul>	<b>Student Book:</b> 34, 154, 155, 163, 169, 261
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use descriptive sentences to write multiple paragraphs on a single topic using transitions, examples and supporting details</li> </ul>	<b>Student Book:</b> 220, 221, 222, 223
<ul style="list-style-type: none"> <li>Discriminate between relevant and irrelevant information in order to stay focused on topic</li> </ul>	<b>Student Book:</b> 90, 91, 271
<ul style="list-style-type: none"> <li>Begin to choose details and examples to match mode (e.g. narrative, expository, persuasive)</li> </ul>	<b>Student Book:</b> 162, 163, 164, 165, 166, 167, 170, 271, 272, 323, 326, 327, 328, 329, 330
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Link paragraphs using effective transitions and a consistent focus</li> </ul>	<b>Student Book:</b> 34, 154, 155, 163, 169, 261

## Component 1.2

**The student will use style appropriate to the audience and purpose.**

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Copy and follow patterns to write words and phrases</li> </ul>	<p><b>Student Book:</b> 271, 272, 276</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and phrases to write about own experiences and follow pattern to create a story</li> </ul>	<p><b>Student Book:</b> 266, 267, 268, 269, 270, 271, 272, 273, 276</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use simple sentences to write paragraphs for different purposes</li> </ul>	<p><b>Student Book:</b> 34, 46, 47, 58, 69, 82, 106, 107, 108, 109, 114, 123, 127, 135, 146, 167, 170, 171, 202, 214, 233, 239, 264, 267, 272, 273, 276, 300, 342, 347</p>
<ul style="list-style-type: none"> <li>Begin to choose appropriate words to convey meaning and express voice to different audiences</li> </ul>	<p><b>Student Book:</b> 224, 269, 277</p>
<ul style="list-style-type: none"> <li>Begin to use simple figurative language and idiomatic language</li> </ul>	<p><b>Student Book:</b> 57, 112, 113, 115</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use descriptive sentences to write paragraphs for different purposes using vocabulary found in literary and informational text</li> </ul>	<p><b>Student Book:</b> 112, 113, 114, 319</p>
<ul style="list-style-type: none"> <li>Choose appropriate words to convey meaning and express voice to different audiences</li> </ul>	<p><b>Student Book:</b> 110, 269</p>
<ul style="list-style-type: none"> <li>Use simple figurative and idiomatic expressions</li> </ul>	<p><b>Student Book:</b> 57, 112, 113, 115</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Write essays for different audiences and purposes using some specialized vocabulary across content areas</li> </ul>	<p><b>Student Book:</b> 112, 134, 139</p>
<ul style="list-style-type: none"> <li>Begin to choose words that are precise, engaging, and well-suited to topic and audience</li> </ul>	<p><b>Student Book:</b> 45, 47, 90, 110, 170, 171, 227, 271, 303, 307, 331</p>

Benchmarks, Grades 6-8	ACCESS English
<ul style="list-style-type: none"> <li>Use figurative and idiomatic expressions appropriately</li> </ul>	<b>Student Book:</b> 57, 112, 113, 115

**C o m p o n e n t 1 . 3**  
**The student will apply writing conventions.**

Benchmarks, Grades 6-8	ACCESS English
<b>Beginning</b> <ul style="list-style-type: none"> <li>Begin to use invented spelling to write familiar words and phrases</li> </ul>	<b>Student Book:</b> 39, 44, 65, 68, 170, 224, 227, 274, 287
<ul style="list-style-type: none"> <li>Capitalize own name and some proper nouns</li> </ul>	<b>Student Book:</b> 65, 118, 119, 120
<ul style="list-style-type: none"> <li>Begin to write sight words and familiar words</li> </ul>	<b>Student Book:</b> 114, 347
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Use invented spelling to write familiar words and phrases</li> </ul>	<b>Student Book:</b> 39, 44, 65, 68, 170, 224, 227, 274, 287
<ul style="list-style-type: none"> <li>Write words and phrases with inconsistent use of capitalization</li> </ul>	<b>Student Book:</b> 44, 47
<ul style="list-style-type: none"> <li>Write sight words</li> </ul>	<b>Student Book:</b> 114, 347
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Write simple sentences with inconsistent word order and subject/verb agreement</li> </ul>	<b>Student Book:</b> 178, 179
<ul style="list-style-type: none"> <li>Begin to edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287
<b>Advanced</b> <ul style="list-style-type: none"> <li>Write complex sentences with inconsistent word order and subject/verb agreement</li> </ul>	<b>Student Book:</b> 179
<ul style="list-style-type: none"> <li>Edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287

Benchmarks, Grades 6-8	ACCESS English
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Use conventional grammar, ending punctuation, capital letters, and spelling independently; some rules may not be in evidence</li> </ul>	<p><b>Student Book:</b> 35, 47, 59, 71, 91, 103, 111, 115, 127, 147, 159, 171, 183, 227, 239, 265, 277, 289, 319, 331, 334, 335, 345, 346, 348, 349, 350, 351, 352, 353, 355</p>

## E A L R 2

**The student writes in a variety of forms for different audiences and purposes.**

### C o m p o n e n t 2 . 1

**The student will write for different audiences.**

### C o m p o n e n t 2 . 2

**The student will write for different purposes.**

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Draw pictures, write words or phrases to name, to describe a process, to record an observation, and to give directions</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300, 319</p>
<ul style="list-style-type: none"> <li>Write for self, teacher, or other known person</li> </ul>	<p><b>Student Book:</b> 35, 38, 39, 45, 47, 59, 171</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Write phrases to describe, thank, inform, reflect, question, record information, and for self-expression</li> </ul>	<p><b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 288, 327, 337</p>
<ul style="list-style-type: none"> <li>Write for self, teacher, or other person</li> </ul>	<p><b>Student Book:</b> 35, 38, 39, 45, 47, 59, 171</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Write simple sentences to inform, reflect, question, create, express an opinion, imagine, direct, and record information</li> </ul>	<p><b>Student Book:</b> 32, 33, 34, 54, 68, 120, 134, 155, 167, 203, 209, 213, 223, 288, 327, 337</p>
<ul style="list-style-type: none"> <li>Distinguish among appropriate ways of writing to different audiences</li> </ul>	<p><b>Student Book:</b> 45, 47, 90, 170, 171, 227, 271, 303, 307, 331</p>

Benchmarks, Grades 6-8	ACCESS English
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Apply skills to narrate, inform, explain, entertain, persuade, and to question</li> </ul>	<p><b>Student Book:</b> 32, 33, 34, 54, 68, 120, 134, 155, 167, 203, 209, 213, 223, 288, 327, 337</p>
<ul style="list-style-type: none"> <li>Determine appropriate purpose and audience for writing</li> </ul>	<p><b>Student Book:</b> 45, 47, 90, 170, 171, 227, 271, 303, 307, 331</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Apply skills using specialized vocabulary to narrate, inform, entertain, persuade, and to explain across content areas</li> </ul>	<p><b>Student Book:</b> 32, 33, 34, 54, 68, 120, 134, 155, 167, 203, 209, 213, 223, 288, 327, 337</p>

### C o m p o n e n t 2 . 3

**The student will write in a variety of forms.**

### C o m p o n e n t 2 . 4

**The student will write for career applications.**

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use words to complete lists, personal journal entries, songs and poems based on a model</li> </ul>	<p><b>Student Book:</b> 23, 30, 45, 55, 91, 135, 143, 171, 185, 189, 213, 225, 251, 268, 270, 271, 331, 353</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and phrases to write in a variety of forms (e.g., journal entries, songs, poems)</li> </ul>	<p><b>Student Book:</b> 23, 30, 45, 55, 91, 135, 143, 171, 185, 189, 213, 225, 251, 268, 270, 271, 331, 353</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use simple sentences to write in a variety of forms (e.g., short essays, narratives, journals, poems, reports, explanations, dialogues, memos, experiments)</li> </ul>	<p><b>Student Book:</b> 127, 134, 139, 220, 221, 222, 223, 226, 227</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use descriptive sentences to write in a variety of forms (e.g., extended essays, narratives, reports, explanations, dialogues, newspaper articles, brochures, memos, directions, experiments)</li> </ul>	<p><b>Student Book:</b> 127, 134, 139, 220, 221, 222, 223, 226, 227</p>

Benchmarks, Grades 6-8	ACCESS English
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to write independently in a variety of forms (e.g., extended essays, research reports, narratives, journals, explanations, skits, newspaper articles, brochures, advertisements, tables, graphs, critiques)</li> </ul>	<p><b>Student Book:</b> 127, 134, 139, 220, 221, 222, 223, 226, 227</p>

**E A L R 3**

**The student understands and uses the steps of the writing process.**

**C o m p o n e n t 3 . 1**

**The student will pre-write – generate ideas and gather information.**

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Draw pictures and use words from shared reading and own experience</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use phrases to participate in group brainstorming and writing</li> </ul>	<p><b>Student Book:</b> 46, 55, 65, 97, 115, 123, 126, 143, 158, 171, 182, 183, 189, 191, 226, 227, 235, 251, 287, 289, 301, 329, 342, 343, 353, 355</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use pictures and modeled graphic organizers to generate ideas for simple stories</li> </ul>	<p><b>Student Book:</b> 40, 220, 270</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Independently use brainstorming techniques to organize and begin to plan writing</li> </ul>	<p><b>Student Book:</b> 40, 220</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Independently choose an appropriate pre-writing strategy</li> </ul>	<p><b>Student Book:</b> 38, 40, 41</p>

## C o m p o n e n t 3 . 2

**The student will revise – elaborate on a topic and supporting ideas.**

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use gestures, words and phrases to participate in group writing</li> </ul>	<p><b>Student Book:</b> 46, 55, 65, 97, 115, 123, 126, 143, 158, 171, 182, 183, 189, 191, 226, 227, 235, 251, 287, 289, 301, 329, 342, 343, 353, 355</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include words and phrases</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include simple sentences</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include complex sentences across content areas</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include complex sentences across content areas and genres</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>

## C o m p o n e n t 3 . 3

**The student will revise – collect input and enhance text and style.**

Benchmarks, Grades 6-8	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and phrases to participate orally in revision of group writing</li> </ul>	<p><b>Student Book:</b> 43, 224, 226, 275</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Revise own writing for clarity</li> </ul>	<p><b>Student Book:</b> 38, 43, 224, 231, 274, 275, 276, 287</p>
<ul style="list-style-type: none"> <li>Offer feedback on other's writing</li> </ul>	<p><b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Revise own writing for appropriate audience</li> </ul>	<b>Student Book:</b> 38, 43, 224, 231, 274, 275, 276, 287
<b>Advanced</b> <ul style="list-style-type: none"> <li>Incorporate input from others into own writing</li> </ul>	<b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318
<b>Transitional</b> <ul style="list-style-type: none"> <li>Apply knowledge of text features and specialized vocabulary to enhance text</li> </ul>	<b>Student Book:</b> 194, 195

**C o m p o n e n t 3 . 4**

**The student will edit – use resources to correct spelling, punctuation, grammar and usage.**

**C o m p o n e n t 3 . 5**

**The student will publish – select a publishing form and produce a completed writing project to share with chosen audience.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<b>Beginning</b> <ul style="list-style-type: none"> <li>Use gestures and words to participate in editing of group writing</li> </ul>	<b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318
<ul style="list-style-type: none"> <li>Use a model to publish selected writing in appropriate format</li> </ul>	<b>Student Book:</b> 39, 45, 287
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Participate in group editing for capitalization and spelling</li> </ul>	<b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Correct some errors independently</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287
<ul style="list-style-type: none"> <li>Publish selected writing in appropriate format</li> </ul>	<b>Student Book:</b> 39, 45, 287

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Use reference tools to correct spelling, punctuation, and capitalization</li> </ul>	<p><b>Student Book:</b> 39, 44, 224, 227, 274, 287</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of editing to improve writing across content areas</li> </ul>	<p><b>Student Book:</b> 39, 44, 224, 227, 274, 287</p>
<ul style="list-style-type: none"> <li>• Publish in appropriate format</li> </ul>	<p><b>Student Book:</b> 39, 45, 287</p>



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**correlated to**  
**Washington State**  
**English Language Development (ELD) Standards**  
**Grades 9-12**

**L i s t e n i n g   a n d   S p e a k i n g   S t a n d a r d s**

**E A L R 1**

The student uses listening and observation skills to gain understanding.

**C o m p o n e n t 1 . 1**

The student will focus attention.

Benchmarks, Grades 9-12	ACCESS English
<ul style="list-style-type: none"> <li>Focus attention - Physical behaviors look different from culture to culture. Focus for the teacher should be on student's recall and comprehension of information.</li> </ul>	<b>Student Book:</b> 18, 25, 26, 27, 32, 89, 90, 103, 130, 131, 133, 187, 196, 198, 245, 307

**C o m p o n e n t 1 . 2**

The student will listen and observe to gain and interpret information.

Benchmarks, Grades 9-12	ACCESS English
<b>Beginning</b> <ul style="list-style-type: none"> <li>Use physical actions and/or words to respond to simple directions and questions.</li> </ul>	<b>Student Book:</b> 21, 22, 28, 30, 32, 33, 34, 41, 42, 43, 44, 46, 47, 52, 53, 54, 56, 57, 67, 68, 70, 73, 75, 77, 79, 85, 86, 277, 301
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Respond to directions, questions, and some idiomatic expressions.</li> </ul>	<b>Student Book:</b> 21, 22, 28, 30, 32, 33, 34, 41, 42, 43, 44, 46, 47, 52, 53, 54, 56, 57, 67, 68, 70, 73, 75, 77, 79, 85, 86, 277, 301
<ul style="list-style-type: none"> <li>Use phrases to identify main points of simple conversations and stories.</li> </ul>	<b>Student Book:</b> 296, 297, 300

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Respond to multi-step directions and to more complex questions.</li> </ul>	<p><b>Student Book:</b> 21, 22, 28, 30, 32, 33, 34, 41, 42, 43, 44, 46, 47, 52, 53, 54, 56, 57, 67, 68, 70, 73, 75, 77, 79, 79, 85, 86, 277, 301, 303, 309</p>
<ul style="list-style-type: none"> <li>Use simple sentences to retell or state main point and supporting details of conversations, oral presentations and familiar literature.</li> </ul>	<p><b>Student Book:</b> 46, 86, 87, 90, 110, 114, 165, 264, 277</p>
<ul style="list-style-type: none"> <li>Recognize that words may have different meanings in different contexts.</li> </ul>	<p><b>Student Book:</b> 45, 122, 209, 234, 295, 327</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Respond to multi-step directions and to questions.</li> </ul>	<p><b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 215, 226, 227, 241, 303, 319</p>
<ul style="list-style-type: none"> <li>Use descriptive sentences to retell or state main point and supporting details of conversations, oral presentations and familiar literature and subject area content.</li> </ul>	<p><b>Student Book:</b> 46, 86, 87, 90, 110, 114, 165, 264, 277, 288, 289</p>
<ul style="list-style-type: none"> <li>Use context to determine appropriate meaning of multiple meaning words.</li> </ul>	<p><b>Student Book:</b> 306</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Respond to multi-step directions/complex questions.</li> </ul>	<p><b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 215, 226, 227, 241, 303, 319</p>
<ul style="list-style-type: none"> <li>Use descriptive sentences to retell or state main point and supporting details of conversations, oral presentations and familiar literature and subject area content.</li> </ul>	<p><b>Student Book:</b> 46, 86, 87, 90, 110, 114, 165, 264, 277, 288, 289</p>
<ul style="list-style-type: none"> <li>Use context to determine appropriate meaning of multiple meaning words.</li> </ul>	<p><b>Student Book:</b> 306</p>

## Component 1.3

**The student will check for understanding by asking questions and paraphrasing.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and/or phrases, intonation to ask clarifying questions.</li> </ul>	<p><b>Student Book:</b> 241, 276</p>
<ul style="list-style-type: none"> <li>Use phrases and simple sentences to paraphrase.</li> </ul>	<p><b>Student Book:</b> 151, 155, 159, 220, 271, 276, 288, 303</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use simple forms to probe for details about content.</li> </ul>	<p><b>Student Book:</b> 151, 155, 219, 220, 241, 303</p>
<ul style="list-style-type: none"> <li>Use simple sentences with supporting details to paraphrase.</li> </ul>	<p><b>Student Book:</b> 151, 155, 159, 220, 271, 276, 288, 303</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use more complex forms and content vocabulary to probe for details.</li> </ul>	<p><b>Student Book:</b> 41, 271, 272, 276, 303</p>
<ul style="list-style-type: none"> <li>Use descriptive sentences with some content vocabulary, to paraphrase in a variety of contexts and situations.</li> </ul>	<p><b>Student Book:</b> 151, 155, 159, 220, 253</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Use more extensive supporting details and specialized vocabulary across content areas to ask questions to clarify content and meaning.</li> </ul>	<p><b>Student Book:</b> 86, 219, 276</p>
<ul style="list-style-type: none"> <li>Paraphrase to clarify specialized vocabulary across content areas.</li> </ul>	<p><b>Student Book:</b> 220</p>

**E A L R 2****The student communicates ideas clearly and effectively.****C o m p o n e n t 2 . 1****The student will communicate clearly to a range of audiences for different purposes.**

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Beginning</b> <ul style="list-style-type: none"> <li>Use words to participate in social conversations using informal language.</li> </ul>	<b>Student Book:</b> 147, 285, 277, 303
<ul style="list-style-type: none"> <li>Use gestures and/or words to participate in group discussion or activity which involve concrete objects.</li> </ul>	<b>Student Book:</b> 147, 185
<ul style="list-style-type: none"> <li>Use words to tell a story from a familiar book with picture support.</li> </ul>	<b>Student Book:</b> 264, 285
<ul style="list-style-type: none"> <li>Use gestures and/or words to role-play an action or event.</li> </ul>	<b>Student Book:</b> 35, 127, 191, 203, 265
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Use phrases and/or simple sentences to participate in social conversations with peers using informal language.</li> </ul>	<b>Student Book:</b> 185, 277, 303
<ul style="list-style-type: none"> <li>Use words and/or phrases to role-play an action or event.</li> </ul>	<b>Student Book:</b> 35, 127, 191, 203, 265
<ul style="list-style-type: none"> <li>Use words and/or phrases to tell a familiar story, or recount scenes from a film, video or drama.</li> </ul>	<b>Student Book:</b> 264, 285
<ul style="list-style-type: none"> <li>Use word and/or phrases to inform, and entertain.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 288, 327, 337
<ul style="list-style-type: none"> <li>Use words and/or phrases to participate in group discussion or activity which involves concrete objects.</li> </ul>	<b>Student Book:</b> 21, 35, 91, 115
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Use simple sentences to participate in social conversations on familiar topic with peers and adults.</li> </ul>	<b>Student Book:</b> 185, 277, 303

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>Use simple sentences to tell a story, inform, explain and entertain.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 288, 327, 337
<ul style="list-style-type: none"> <li>Begin to use appropriate language registers for speaking to different audiences with teacher support.</li> </ul>	<b>Student Book:</b> 91
<ul style="list-style-type: none"> <li>Give instructions for a familiar process; process may be out of sequence and/or steps may be skipped.</li> </ul>	<b>Student Book:</b> 100, 221, 319
<b>Advanced</b> <ul style="list-style-type: none"> <li>Use descriptive sentences to participate in social conversations with peers and adults.</li> </ul>	<b>Student Book:</b> 185, 277, 303
<ul style="list-style-type: none"> <li>Use descriptive sentences to tell a story, inform, explain, entertain, and persuade.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 288, 327, 337
<ul style="list-style-type: none"> <li>Begin to use appropriate language registers, with occasional lapses.</li> </ul>	<b>Student Book:</b> 91
<ul style="list-style-type: none"> <li>Give instructions for a familiar process in an understandable manner.</li> </ul>	<b>Student Book:</b> 100, 221, 319
<b>Transitional</b> <ul style="list-style-type: none"> <li>Independently participate in social conversations with peers and adults.</li> </ul>	<b>Student Book:</b> 185, 277, 303
<ul style="list-style-type: none"> <li>Apply communication skills to narrate, inform, explain, entertain, and persuade in a variety of contexts.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 264, 288, 327, 337
<ul style="list-style-type: none"> <li>Use different language registers in situations as appropriate.</li> </ul>	<b>Student Book:</b> 59, 91, 103, 115
<ul style="list-style-type: none"> <li>Give instructions in a precise and understandable manner.</li> </ul>	<b>Student Book:</b> 100, 221, 319

## Component 2.2

**The student will develop content and ideas. Develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; and speak coherently and compellingly.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Connect words and phrases using the conjunction <i>and</i>.</li> </ul>	<p><b>Student Book:</b> 71, 345, 352</p>
<ul style="list-style-type: none"> <li>Begin to sequence words and/or phrases related to familiar topic using a picture prompt.</li> </ul>	<p><b>Student Book:</b> 35, 95</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i> and <i>but</i>.</li> </ul>	<p><b>Student Book:</b> 71, 345, 352</p>
<ul style="list-style-type: none"> <li>Organize a simple oral presentation in a logical order with teacher support.</li> </ul>	<p><b>Student Book:</b> 35, 45, 79, 115, 159, 183, 319, 324, 328, 329, 331</p>
<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided list, with teacher support.</li> </ul>	<p><b>Student Book:</b> 40, 220, 270, 277, 354</p>
<ul style="list-style-type: none"> <li>Use examples to support ideas, with teacher support.</li> </ul>	<p><b>Student Book:</b> 114, 329</p>
<ul style="list-style-type: none"> <li>Organize oral presentation with clear beginning, middle and end, with teacher support.</li> </ul>	<p><b>Student Book:</b> 35, 45, 79, 115, 159, 183, 222, 223, 267, 273, 276, 319, 324, 328, 329, 331</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i>.</li> </ul>	<p><b>Student Book:</b> 71, 345, 352</p>
<ul style="list-style-type: none"> <li>Organize an oral presentation in a logical, i.e., beginning, middle and end, with minimal teacher support.</li> </ul>	<p><b>Student Book:</b> 35, 45, 79, 115, 159, 183, 222, 223, 267, 273, 276, 319, 324, 328, 329, 331</p>
<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided list, with minimal teacher support.</li> </ul>	<p><b>Student Book:</b> 40, 220, 270, 277, 354</p>
<ul style="list-style-type: none"> <li>Use examples and details to support ideas with teacher support.</li> </ul>	<p><b>Student Book:</b> 114, 329</p>

Benchmarks, Grades 9-12	ACCESS English
<b>Transitional</b> <ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i> to sustain a topic.</li> </ul>	<b>Student Book:</b> 71, 345, 352
<ul style="list-style-type: none"> <li>Organize an oral presentation in a logical order, i.e., beginning, middle and end.</li> </ul>	<b>Student Book:</b> 35, 45, 79, 115, 159, 183, 222, 223, 267, 273, 276, 319, 324, 328, 329, 331
<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided or student-generated list.</li> </ul>	<b>Student Book:</b> 40, 220, 227, 249, 270, 277, 354
<ul style="list-style-type: none"> <li>Use examples and descriptive details to support ideas.</li> </ul>	<b>Student Book:</b> 41, 81, 85, 86, 87, 88, 89, 108, 109, 110, 112, 113, 158, 165, 214, 220, 221, 222, 223, 271, 272, 274, 326

### C o m p o n e n t 2 . 3

**The student will use effective delivery. Adjust speaking strategies for a variety of audiences and purposes by varying intonation, pitch, and pace of speech to create effect and aid communication.**

### C o m p o n e n t 2 . 4

**The student will use effective language and style. Use language that is grammatically correct, precise and well-suited to topic, audience, and purpose.**

Benchmarks, Grades 9-12	ACCESS English
<b>Beginning</b> 2.3 <ul style="list-style-type: none"> <li>Use gestures and/or words to respond to oral presentations or activity.</li> </ul>	<b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341
2.4 <ul style="list-style-type: none"> <li>Use gestures and/or words to communicate needs and role-play an action or event.</li> </ul>	<b>Student Book:</b> 35, 127, 191, 203, 265
<b>Advanced Beginning</b> 2.4 <ul style="list-style-type: none"> <li>Use words and/or phrases to tell a story, inform, and entertain.</li> </ul>	<b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 264, 288, 327, 337

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<p><b>Intermediate</b></p> <p>2.4</p> <ul style="list-style-type: none"> <li>• Use simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement.</li> </ul>	<p><b>Student Book:</b> 59, 65, 69, 70, 106, 107, 108, 109, 135, 147, 159, 171, 175, 178, 179, 180, 181, 182, 183, 234, 235, 236, 237, 239</p>
<p><b>Advanced</b></p> <p>2.4</p> <ul style="list-style-type: none"> <li>• Use descriptive sentences with common grammatical forms, with some errors.</li> </ul>	<p><b>Student Book:</b> 17, 58, 106, 107, 108, 109, 112, 113, 135</p>
<p><b>Transitional</b></p> <p>2.4</p> <ul style="list-style-type: none"> <li>• Speak clearly and comprehensibly using academic English with occasional errors.</li> </ul>	<p><b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341</p>

### E A L R 3

The student uses communication strategies and skills to work effectively with others.

#### C o m p o n e n t 3 . 1

The student will use language to interact effectively and responsibly with others.

#### C o m p o n e n t 3 . 2

The student will work cooperatively as a member of a group.

#### C o m p o n e n t 3 . 3

The student will seek agreement and solutions through discussion.

Benchmarks, Grades 9-12	ACCESS English
<b>Beginning</b> 3.2 <ul style="list-style-type: none"><li>Use words or gestures to actively participate in social and academic conversations on familiar topics</li></ul>	<b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341
<b>Advanced Beginning</b> 3.1 <ul style="list-style-type: none"><li>Use words and/or phrases to actively participate in social and academic conversations on unfamiliar topics.</li></ul>	<b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341
3.1 <ul style="list-style-type: none"><li>Demonstrate turn-taking in a conversation and a group discussion.</li></ul>	<b>Student Book:</b> 35, 73, 109, 179, 277
3.2 <ul style="list-style-type: none"><li>Use words and/or phrases to contribute to group discussions, including personal experiences.</li></ul>	<b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341
3.3 <ul style="list-style-type: none"><li>Use words and/or phrases to suggest solutions to a problem.</li></ul>	<b>Student Book:</b> 307, 340, 341

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<p><b>Intermediate</b></p> <p>3.1</p> <ul style="list-style-type: none"> <li>Use simple sentences to initiate and actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	<p><b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341</p>
<p>3.1</p> <ul style="list-style-type: none"> <li>Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<p><b>Student Book:</b> 35, 73, 109, 179, 277</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Use simple sentences to explain ideas clearly in-group discussions, helping group move toward consensus.</li> </ul>	<p><b>Student Book:</b> 330, 342</p>
<p>3.3</p> <ul style="list-style-type: none"> <li>Use simple sentences to brainstorm and prioritize solutions to problems.</li> </ul>	<p><b>Student Book:</b> 307, 340, 341</p>
<p><b>Advanced</b></p> <p>3.1</p> <ul style="list-style-type: none"> <li>Initiate and actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	<p><b>Student Book:</b> 21, 28, 30, 32, 33, 41, 42, 43, 44, 53, 54, 55, 56, 67, 73, 75, 77, 79, 85, 86, 89, 111, 125, 127, 129, 131, 133, 134, 141, 143, 145, 146, 153, 157, 170, 177, 179, 181, 187, 190, 201, 210, 211, 233, 237, 241, 243, 245, 247, 249, 252, 253, 264, 265, 275, 285, 288, 289, 295, 303, 305, 307, 318, 319, 327, 331, 337, 338, 341</p>
<p>3.1</p> <ul style="list-style-type: none"> <li>Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<p><b>Student Book:</b> 35, 73, 109, 179, 226, 277</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to explain ideas clearly in group discussions, helping group move toward consensus.</li> </ul>	<p><b>Student Book:</b> 330, 342</p>
<p>3.2</p> <ul style="list-style-type: none"> <li>Respond to contributions of other group members and encourage contributions of all members.</li> </ul>	<p><b>Student Book:</b> 330, 331</p>
<p>3.3</p> <ul style="list-style-type: none"> <li>Contribute and prioritize multiple solutions to a problem.</li> </ul>	<p><b>Student Book:</b> 307, 340, 341</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Transitional</b>  3.1 <ul style="list-style-type: none"> <li>Respond actively and appropriately both in group work and in informal interactions.</li> </ul>	<b>Student Book:</b> 40, 114, 115, 126, 171, 226, 227, 354
3.1 <ul style="list-style-type: none"> <li>Identify group task and select appropriate actions.</li> </ul>	<b>Student Book:</b> 226, 227
3.2 <ul style="list-style-type: none"> <li>Elaborate on the contributions of other group members (identifies bias, asks clarifying questions, connects ideas, evaluates ideas).</li> </ul>	<b>Student Book:</b> 109, 135, 147, 331
3.2 <ul style="list-style-type: none"> <li>Encourage group members to contribute ideas and points of view.</li> </ul>	<b>Student Book:</b> 109, 126, 135, 147
3.3 <ul style="list-style-type: none"> <li>Analyze group needs and select appropriate problem solving techniques.</li> </ul>	<b>Student Book:</b> 307, 340, 341

**E A L R 4**

**The student analyzes and evaluates the effectiveness of formal and informal communication.**

**C o m p o n e n t 4 . 1**

**The student will assess strengths and needs for improvement. Assess own and others' communication strengths and needs and set goals for improvement.**

**C o m p o n e n t 4 . 2**

**The student will seek and offer feedback. Seek and use feedback to improve communication; offer suggestions and comments to others.**

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Beginning</b>  4.1, 4.2 <ul style="list-style-type: none"> <li>Attend to speakers in informal conversations and formal presentations.</li> </ul>	<b>Student Book:</b> 277, 303

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<p><b>Advanced Beginning</b></p> <p>4.1, 4.2</p> <ul style="list-style-type: none"> <li>Use words and phrases to respond to speakers in informal conversations and formal presentations.</li> </ul>	<p><b>Student Book:</b> 277, 303</p>
<p><b>Intermediate</b></p> <p>4.1, 4.2</p> <ul style="list-style-type: none"> <li>Use simple sentences to offer feedback in response to speakers in conversations and formal presentations.</li> </ul>	<p><b>Student Book:</b> 277, 303</p>
<p>4.2</p> <ul style="list-style-type: none"> <li>Accept feedback and revise presentation.</li> </ul>	<p><b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335</p>
<p><b>Advanced</b></p> <p>4.1</p> <ul style="list-style-type: none"> <li>Identify effective traits and evaluate and improve one’s own presentations and conversations.</li> </ul>	<p><b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335</p>
<p>4.2</p> <ul style="list-style-type: none"> <li>Use a rubric to offer specific feedback on presentations with regard to delivery skills, conventions, and cultural norms.</li> </ul>	<p><b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335</p>
<p>4.2</p> <ul style="list-style-type: none"> <li>Seek, accept and apply feedback about presentations.</li> </ul>	<p><b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335</p>
<p><b>Transitional</b></p> <p>4.1</p> <ul style="list-style-type: none"> <li>Use one’s own and given criteria to assess strengths and weaknesses of one’s own and others’ presentations.</li> </ul>	<p><b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335</p>
<p>4.2</p> <ul style="list-style-type: none"> <li>Seek, evaluate, accept and apply feedback.</li> </ul>	<p><b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335</p>
<p>4.2</p> <ul style="list-style-type: none"> <li>Use a rubric to offer specific feedback on presentations with regard to delivery skills, word choice and grammar.</li> </ul>	<p><b>Student Book:</b> 39, 43, 44, 182, 224, 227, 274, 287, 335</p>

# Reading Standards

## EALR 1

**The student understands and uses different skills and strategies to read.**

### Component 1.1

**Use word recognitions skills and strategies to read and comprehend text.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <p>1.1.1</p> <ul style="list-style-type: none"> <li>Recognize and use English concepts of print (e.g., alphabet, upper/lower case, directionality, words v. sentence, punctuation, parts of book).</li> </ul>	<p><b>Student Book:</b> 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 44, 47, 61, 65, 100, 194, 195, 334, 335</p>
<p>1.1.2</p> <ul style="list-style-type: none"> <li>Identify and manipulate in simple known words:               <ul style="list-style-type: none"> <li>syllables</li> <li>initial sounds</li> <li>ending sounds</li> <li>rime</li> </ul> </li> </ul>	<p><b>Student Book:</b> 171, 182, 183</p>
<p>1.1.3</p> <ul style="list-style-type: none"> <li>Use gestures and single word responses to participate in a discussion of a story read aloud.</li> </ul>	<p><b>Student Book:</b> 28</p>
<p><b>Advanced Beginning</b></p> <p>1.1.3</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to participate in a discussion of a story listened to or read.</li> </ul>	<p><b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79</p>
<p><b>Intermediate</b></p> <p>1.1.2</p> <ul style="list-style-type: none"> <li>Identify shared consonant and vowel sounds in known words.</li> </ul>	<p><b>Student Book:</b> 183</p>
<p>1.1.3</p> <ul style="list-style-type: none"> <li>Use simple sentences to participate in a discussion of a story listened to or read aloud.</li> </ul>	<p><b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79</p>
<p>1.1.4</p> <ul style="list-style-type: none"> <li>Decode words following patterns, word families, etc.</li> </ul>	<p><b>Student Book:</b> 183</p>

Benchmarks, Grades 9-12	ACCESS English
<b>Advanced</b> 1.1.3 <ul style="list-style-type: none"> <li>Participate in a discussion of a story listened to or read aloud.</li> </ul>	<b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79

**C o m p o n e n t 1 . 2**

Use vocabulary (word meaning) strategies to comprehend text.

**C o m p o n e n t 1 . 3**

Build vocabulary through wide reading.

**C o m p o n e n t 1 . 4**

Apply word recognition skills and strategies to read fluently.

Benchmarks, Grades 9-12	ACCESS English
<b>Beginning</b> 1.2.1 <ul style="list-style-type: none"> <li>Use picture dictionaries to find or confirm meanings.</li> </ul>	<b>Student Book:</b> 195, 306
1.3.1 <ul style="list-style-type: none"> <li>Produce simple vocabulary in response to a read-aloud, including texts from a variety of cultures and communities.</li> </ul>	<b>Student Book:</b> 28, 30, 32, 33, 56, 75, 77, 78, 79
1.3.2 <ul style="list-style-type: none"> <li>Produce one-word responses to simple questions or a prompt. <b>W</b></li> </ul>	<b>Student Book:</b> 28, 148, 172, 251
1.3.2 <ul style="list-style-type: none"> <li>Use a word or gesture to discuss prior knowledge, illustrations, and content area concepts and vocabulary. <b>W</b></li> </ul>	<b>Student Book:</b> 22, 28, 30, 32, 33, 34, 35, 41, 55, 56, 57, 68, 73, 79, 85, 87, 89, 97, 101, 109, 111, 113, 114, 120, 122, 123, 148, 153, 157, 158, 172, 177, 179, 181, 185, 198, 203, 211, 221, 238, 258, 263, 306, 315, 327, 337, 347
1.4.1 <ul style="list-style-type: none"> <li>Recognize sight words.</li> </ul>	<b>Student Book:</b> 34, 71, 115, 347
<b>Advanced Beginning</b> 1.2.1 <ul style="list-style-type: none"> <li>Use glossary and picture dictionary to find or confirm word meaning.</li> </ul>	<b>Student Book:</b> 195, 306

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
1.2.2 <ul style="list-style-type: none"> <li>• Demonstrate understanding of roots and affixes.</li> </ul>	<b>Student Book:</b> 183, 234, 135, 301
1.2.2 <ul style="list-style-type: none"> <li>• Apply word-meaning strategies in text (e.g., word structure, phonics, abbreviations, illustrations, prior knowledge and context).</li> </ul>	<b>Student Book:</b> 45, 54, 59, 79, 122, 172, 209, 234, 295, 306, 315, 327
1.3.1 <ul style="list-style-type: none"> <li>• Use new vocabulary in simple sentences to explain and describe concepts from literary and informational texts.</li> </ul>	<b>Student Book:</b> 54, 59, 80, 129, 148, 151, 152, 153, 154, 155, 172, 308, 320
1.3.1 <ul style="list-style-type: none"> <li>• Use simple sentences to answer and ask questions and show understanding of new words.</li> </ul>	<b>Student Book:</b> 53, 59, 73, 215
1.3.2 <ul style="list-style-type: none"> <li>• Use words and/or phrases to participate in discussions of short, illustrated stories and show understanding of vocabulary. <b>W</b></li> </ul>	<b>Student Book:</b> 75, 77, 78
1.4.1 <ul style="list-style-type: none"> <li>• Read introduced sight words.</li> </ul>	<b>Student Book:</b> 34, 71, 115, 347
1.4.1 <ul style="list-style-type: none"> <li>• Use simple sentences with introduced sight words.</li> </ul>	<b>Student Book:</b> 34, 71, 115, 347
<b>Intermediate</b>  1.2.1 <ul style="list-style-type: none"> <li>• Use glossary and dictionary to find or confirm word meanings and parts of speech.</li> </ul>	<b>Student Book:</b> 195, 306, 347
1.2.2 <ul style="list-style-type: none"> <li>• Use word-meaning strategies to determine meaning of unknown words in text (e.g., affixes, root words, word order, sentence structure, and prior knowledge).</li> </ul>	<b>Student Book:</b> 183, 234, 235, 301
1.2.2 <ul style="list-style-type: none"> <li>• Use graphic features (tables, charts, graphs) to add to meaning of text.</li> </ul>	<b>Student Book:</b> 150, 151, 158, 159

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
1.3.1 <ul style="list-style-type: none"> <li>• Use new vocabulary in descriptive sentences to explain and describe text listened to and read across content areas.</li> </ul>	<b>Student Book:</b> 20, 21, 22, 34, 35, 45, 78, 79, 102, 241, 262, 263, 264
1.3.2 <ul style="list-style-type: none"> <li>• Use descriptive sentences to discuss words and concepts across content areas. <b>W</b></li> </ul>	<b>Student Book:</b> 20, 21, 22, 34, 35, 45, 78, 79, 102, 241, 262, 263, 264
1.4.1 <ul style="list-style-type: none"> <li>• Read increased number of sight words.</li> </ul>	<b>Student Book:</b> 34, 71, 115, 347
1.4.3 <ul style="list-style-type: none"> <li>• Adjust reading rate to match purpose.</li> </ul>	<b>Student Book:</b> 23, 51, 103, 319
<b>Advanced</b>  1.2.1 <ul style="list-style-type: none"> <li>• Use dictionary, glossary, and thesaurus to find meaning, pronunciations, and parts of speech.</li> </ul>	<b>Student Book:</b> 196, 306, 347
1.2.2 <ul style="list-style-type: none"> <li>• Use word-meaning strategies to predict and confirm meaning of unknown words in text (e.g., affixes, root words, word order, sentence structure, prior knowledge).</li> </ul>	<b>Student Book:</b> 111, 183, 234, 235, 301
1.2.2 <ul style="list-style-type: none"> <li>• Use descriptive sentences to discuss prior knowledge, pictures, illustrations, context, and diagrams to clarify word meanings and concepts across content areas.</li> </ul>	<b>Student Book:</b> 20, 21, 22, 45, 47, 78, 79, 102, 241, 262, 263, 264
1.3.1 <ul style="list-style-type: none"> <li>• Increase vocabulary in own oral and written communication.</li> </ul>	<b>Student Book:</b> 20, 21, 22, 45, 47, 78, 79, 102, 241, 262, 263, 264
1.4.1 <ul style="list-style-type: none"> <li>• Use and read an increased number of sight words.</li> </ul>	<b>Student Book:</b> 34, 71, 115, 347
1.4.3 <ul style="list-style-type: none"> <li>• Adjust reading rate to match difficulty of text such as content area reading and for different purposes.</li> </ul>	<b>Student Book:</b> 23, 91, 206, 310, 311, 319

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Transitional</b> 1.2.1 <ul style="list-style-type: none"> <li>Discuss use of dictionaries, glossaries and thesauruses to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.</li> </ul>	<b>Student Book:</b> 195, 306, 344, 345, 347
1.2.2 <ul style="list-style-type: none"> <li>Analyze text, sentence and word structure to understand new words and concepts in literary and informational text.</li> </ul>	<b>Student Book:</b> 84, 85, 197, 198
1.3.1 <ul style="list-style-type: none"> <li>Integrate new vocabulary acquired in one content area appropriately in another content area.</li> </ul>	<b>Student Book:</b> 20, 21, 22, 34, 35, 47, 78, 79, 102, 241, 262, 263, 264
1.4.3 <ul style="list-style-type: none"> <li>Adjust reading rate to match difficulty of text and the purposes for reading (e.g., skimming for facts and scanning for key words).</li> </ul>	<b>Student Book:</b> 23, 91, 206, 310, 311, 319

**E A L R 2**

**The student understands the meaning of what is read.**

**C o m p o n e n t 2 . 1**

**Demonstrate evidence of reading comprehension.**

**C o m p o n e n t 2 . 2**

**Understand and apply knowledge of text components to comprehend text.**

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Beginning</b> 2.1.1, 2.1.6 <ul style="list-style-type: none"> <li>Use one or two words to answer questions and participate in a discussion about meaning, and complete a graphic organizer in response to story read aloud.</li> </ul>	<b>Student Book:</b> 28, 40, 41, 97, 146, 148, 172, 201, 251
2.1.1, 2.1.6 <ul style="list-style-type: none"> <li>Use one or two word responses to answer literal comprehension questions before, during, and after simple text read aloud.</li> </ul>	<b>Student Book:</b> 28, 148, 172, 251

Benchmarks, Grades 9-12	ACCESS English
2.1.1, 2.1.6 <ul style="list-style-type: none"> <li>Answer literal comprehension questions about short simple text sentences (i.e., active, positive, present tense, statements with regular plurals).</li> </ul>	<b>Student Book:</b> 59, 65, 69, 70, 106, 107, 108, 109, 135, 147, 159, 171, 175, 177, 178, 179, 180, 181, 182, 183, 234, 235, 236, 237, 239
2.1.2 <ul style="list-style-type: none"> <li>Draw pictures to check comprehension and to predict events in text read aloud. (also 2.1.5)</li> </ul>	<b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300
2.1.3 <ul style="list-style-type: none"> <li>Use one or two words to state main idea of text read aloud. <b>W</b></li> </ul>	<b>Student Book:</b> 28, 241, 251
2.1.4 <ul style="list-style-type: none"> <li>Use one or two words to orally contribute to a shared graphic organizer to represent ideas and relationships and to activate prior knowledge. (also 2.1.3) <b>W</b></li> </ul>	<b>Student Book:</b> 28, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 251, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.5 <ul style="list-style-type: none"> <li>Use gestures, pictures and one-word responses to predict what will happen based on pictures in text read aloud. <b>W</b></li> </ul>	<b>Student Book:</b> 28, 241, 251
2.2.1, 2.2.3 <ul style="list-style-type: none"> <li>Draw and sequence pictures to represent story line and elements of simple literary text. <b>W</b></li> </ul>	<b>Student Book:</b> 35, 46, 95
2.2.2 <ul style="list-style-type: none"> <li>Find and point to text features in print and electronic media (title, table of contents, etc.) to locate information. <b>W</b></li> </ul>	<b>Student Book:</b> 150, 151, 158, 159
<b>Advanced Beginning</b>  2.1.1, 2.1.6 <ul style="list-style-type: none"> <li>Use words and/or phrases to discuss meaning while reading using context, looking back and reading ahead.</li> </ul>	<b>Student Book:</b> 52, 53, 56, 78, 83
2.1.1 <ul style="list-style-type: none"> <li>Use words and/or phrases to generate “W” questions and answer simple questions before/during/after reading.</li> </ul>	<b>Student Book:</b> 215, 219, 241, 243, 247, 252
2.1.2 <ul style="list-style-type: none"> <li>Use words and/or phrases to describe the mental images that occur from text read aloud.</li> </ul>	<b>Student Book:</b> 17, 112, 113

Benchmarks, Grades 9-12	ACCESS English
2.1.3 <ul style="list-style-type: none"> <li>Identify phrases and simple sentences that describe a picture or select a picture described by a phrase or simple sentences. <b>W</b></li> </ul>	<b>Student Book:</b> 18, 19, 23, 31
2.1.3 <ul style="list-style-type: none"> <li>Use phrases to state main idea and discuss theme/message of a simple literary text. <b>W</b></li> </ul>	<b>Student Book:</b> 241, 252, 262, 263
2.1.4 <ul style="list-style-type: none"> <li>Use words and/or phrases in a graphic organizer or in a discussion connecting self to characters, events, and information from text read aloud. (also 2.1.3) <b>W</b></li> </ul>	<b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354
2.1.5 <ul style="list-style-type: none"> <li>Answer both literal and inferential comprehension questions about text composed of simple sentences including irregular plurals, negatives, yes/no questions, simple past and future tenses, etc. <b>W</b></li> </ul>	<b>Student Book:</b> 59, 65, 69, 70, 106, 107, 108, 109, 135, 147, 159, 171, 175, 178, 179, 180, 181, 182, 183, 234, 235, 236, 237, 239
2.1.5 <ul style="list-style-type: none"> <li>Use words and/or phrases to predict and infer using prior knowledge and information drawn from simple literary or informational text. <b>W</b></li> </ul>	<b>Student Book:</b> 89, 206, 211, 243, 257
2.1.5 <ul style="list-style-type: none"> <li>Indicate what will happen next in text composed of simple sentences including negatives, yes/no questions, simple past and future tenses, etc. <b>W</b></li> </ul>	<b>Student Book:</b> 103, 182
2.2.1, 2.2.3 <ul style="list-style-type: none"> <li>Use words and/or phrases to retell the sequence and identify story elements of simple literary text. <b>W</b></li> </ul>	<b>Student Book:</b> 99, 169, 182
2.2.1, 2.2.3 <ul style="list-style-type: none"> <li>Indicate the correct sequence in text composed of simple sentences including negatives, yes/no questions, simple past and future tenses, etc. <b>W</b></li> </ul>	<b>Student Book:</b> 103, 182
2.2.2 <ul style="list-style-type: none"> <li>Identify the function of appropriate text features of print and electronic media to enhance comprehension (e.g., glossary). <b>W</b></li> </ul>	<b>Student Book:</b> 150, 151, 158, 159

Benchmarks, Grades 9-12	ACCESS English
<p><b>Intermediate</b></p> <p>2.1.1</p> <ul style="list-style-type: none"> <li>Use simple sentences to ask and answer questions based on literary and informational text.</li> </ul>	<p><b>Student Book:</b> 206, 210, 319</p>
<p>2.1.2</p> <ul style="list-style-type: none"> <li>Use simple sentences to describe images from story in literary text.</li> </ul>	<p><b>Student Book:</b> 17, 112, 113</p>
<p>2.1.3</p> <ul style="list-style-type: none"> <li>Identify the main idea and details in text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 86, 87, 88, 89, 108, 109, 110, 112, 113, 326</p>
<p>2.1.4</p> <ul style="list-style-type: none"> <li>Use simple sentences in discussion or on a graphic organizer to represent ideas and relationships and to activate prior knowledge. <b>W</b></li> </ul>	<p><b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354</p>
<p>2.1.5</p> <ul style="list-style-type: none"> <li><i>Answer both literal and inferential comprehension questions about text composed with irregular plurals, modals, common irregular verbs, prepositional phrases, etc.</i> <b>W</b></li> </ul>	<p><b>Student Book:</b> 211, 229, 230, 236, 237, 277, 345, 351</p>
<p>2.1.5</p> <ul style="list-style-type: none"> <li>Use simple sentences to predict and infer using prior knowledge and information drawn from text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 89, 206, 211, 243, 257</p>
<p>2.1.5</p> <ul style="list-style-type: none"> <li>Infer an idea supported by text details. <b>W</b></li> </ul>	<p><b>Student Book:</b> 89, 206, 211, 249, 257</p>
<p>2.1.6</p> <ul style="list-style-type: none"> <li>Use comprehension repair strategies such as looking back at text, re-reading, and paraphrasing by sections.</li> </ul>	<p><b>Student Book:</b> 25, 26, 27, 151, 155, 220</p>
<p>2.1.7</p> <ul style="list-style-type: none"> <li>Use simple sentences to summarize, to state the main idea with supporting details and to discuss theme/message of a literary or informational text. <i>(also 2.1.3)</i> <b>W</b></li> </ul>	<p><b>Student Book:</b> 40, 41, 42, 70, 90, 108, 109, 114, 165, 170, 220, 221, 222, 223, 226, 241, 262, 263, 270, 271</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
2.2.1 <ul style="list-style-type: none"> <li>Identify the correct sequence and predict what will happen next in extended text composed of sentences with modals, common irregular verbs, prepositional phrases, common idioms, etc. <i>(also 2.1.5)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 34, 143, 168, 200, 229, 230, 236, 237
2.2.1 <ul style="list-style-type: none"> <li>Use simple sentences in a sequenced paragraph to retell story in sequence and to identify story elements. <i>(also 2.1.5)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 146, 155, 264, 277, 288
2.2.2, 2.2.3 <ul style="list-style-type: none"> <li>Use simple sentences to identify features of electronic media to enhance comprehension and summarize information. <b>W</b></li> </ul>	<b>Student Book:</b> 329, 341
2.2.4 <ul style="list-style-type: none"> <li>Identify text written in simple listing, sequential order, description, and compare and contrast text structures.</li> </ul>	<b>Student Book:</b> 30, 45, 55, 91, 143, 185, 189, 213, 225, 251, 268, 270, 271, 331, 353
<b>Advanced</b>  2.1.1 <ul style="list-style-type: none"> <li>Use descriptive sentences to ask and answer inference questions orally and in writing with details and evidence.</li> </ul>	<b>Student Book:</b> 89, 206, 211, 257
2.1.2 <ul style="list-style-type: none"> <li>Draw and use descriptive sentences to depict mental images that occur while reading.</li> </ul>	<b>Student Book:</b> 17, 58, 112, 113
2.1.2 <ul style="list-style-type: none"> <li>Respond to questions about mental images that occur while reading text.</li> </ul>	<b>Student Book:</b> 17, 58, 112, 113
2.1.3 <ul style="list-style-type: none"> <li>Identify the main idea and predict an idea or theme supported by text details. <b>W</b></li> </ul>	<b>Student Book:</b> 40, 41, 42, 70, 90, 108, 109, 114, 165, 170, 220, 221, 222, 223, 226, 241, 262, 263, 270, 271
2.1.4 <ul style="list-style-type: none"> <li>Select and use appropriate graphic organizer to comprehend text, represent ideas and relationships and activate prior knowledge. <b>W</b></li> </ul>	<b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354

Benchmarks, Grades 9-12	ACCESS English
2.1.5 <ul style="list-style-type: none"> <li>Use descriptive sentences to independently predict and infer using prior knowledge and information drawn from text. <b>W</b></li> </ul>	<b>Student Book:</b> 89, 206, 211, 257
2.1.5 <ul style="list-style-type: none"> <li>Answer literal and inferential comprehension questions about text composed of complex sentences. Text may contain perfect tense, compounds, clauses or passive voice. <b>W</b></li> </ul>	<b>Student Book:</b> 40, 41, 42, 70, 89, 90, 108, 109, 114, 165, 170, 206, 211, 220, 221, 222, 223, 226, 241, 257, 262, 263, 270, 271
2.1.5 <ul style="list-style-type: none"> <li>Identify the correct sequence and predict what will happen next in extended complex text. <b>W</b></li> </ul>	<b>Student Book:</b> 34, 143, 168, 169, 200
2.1.6 <ul style="list-style-type: none"> <li>Monitor for meaning in text using comprehension strategies (e.g., looking back at text, re-reading, note-taking, and paraphrasing by sections).</li> </ul>	<b>Student Book:</b> 25, 26, 27, 151, 155, 220
2.1.7 <ul style="list-style-type: none"> <li>Use descriptive sentences to independently create summary of literary or informational text including main idea, theme/message, and text-based evidence. (also 2.1.3)<b>W</b></li> </ul>	<b>Student Book:</b> 40, 41, 42, 70, 90, 108, 109, 114, 165, 170, 220, 221, 222, 223, 226, 241, 262, 263, 270, 271
2.2.2, 2.2.3 <ul style="list-style-type: none"> <li>Identify information from charts and graphs. <b>W</b></li> </ul>	<b>Student Book:</b> 152, 153, 154, 155
2.2.2 <ul style="list-style-type: none"> <li>Use descriptive sentences to explain choice of appropriate text features of electronic media to gain information or research a topic (e.g., multiple search engines to access information to write summary or prepare oral presentation). <b>W</b></li> </ul>	<b>Student Book:</b> 156, 341
2.2.3 <ul style="list-style-type: none"> <li>Use descriptive sentences with evidence to demonstrate knowledge of time, order and sequence such as foreshadowing, flashbacks and dream sequences. <b>W</b></li> </ul>	<b>Student Book:</b> 34, 99, 143, 154, 168, 169, 200, 261
2.2.4 <ul style="list-style-type: none"> <li>Identify text written in simple listing, sequential order, description, compare and contrast, problem/solution, and cause and effect text structures.</li> </ul>	<b>Student Book:</b> 34, 51, 57, 94, 96, 97, 143, 168, 169, 200, 202, 318

Benchmarks, Grades 9-12	ACCESS English
<p><b>Transitional</b></p> <p>2.1.1</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to ask and answer questions orally and in writing with evidence from text and articulate knowledge of questioning strategies used to locate answers.</li> </ul>	<p><b>Student Book:</b> 47, 68, 211, 326</p>
<p>2.1.3</p> <ul style="list-style-type: none"> <li>Identify the main idea and details of grade level text and infer an idea or theme supported by textual details. <b>W</b></li> </ul>	<p><b>Student Book:</b> 40, 41, 42, 70, 90, 108, 109, 114, 165, 170, 220, 221, 222, 223, 226, 241, 262, 263, 270, 271</p>
<p>2.1.4</p> <ul style="list-style-type: none"> <li>Select, create, and use appropriate graphic organizers to comprehend text, represent ideas and relationships and to activate prior knowledge across content areas. <b>W</b></li> </ul>	<p><b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354</p>
<p>2.1.5</p> <ul style="list-style-type: none"> <li>Answer literal and inferential comprehension questions about grade level text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 89, 175, 206, 235, 257</p>
<p>2.1.5</p> <ul style="list-style-type: none"> <li>Use descriptive sentences and specialized vocabulary to independently predict and infer using prior knowledge and information drawn from text. <b>W</b></li> </ul>	<p><b>Student Book:</b> 89, 206, 257</p>
<p>2.1.6</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to identify and explain where and why comprehension was lost and use a comprehension repair strategy to regain meaning of text.</li> </ul>	<p><b>Student Book:</b> 26, 27</p>
<p>2.1.7</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to create a short written summary of literary or informational text including main idea and text-based details. <i>(also 2.1.3)</i> <b>W</b></li> </ul>	<p><b>Student Book:</b> 40, 41, 42, 70, 81, 83, 89, 90, 108, 109, 114, 145, 165, 170, 211, 220, 221, 222, 223, 226, 257, 270, 271</p>
<p>2.2.1</p> <ul style="list-style-type: none"> <li>Identify the correct sequence and predict what will happen next in grade level text.</li> </ul>	<p><b>Student Book:</b> 34, 99, 143, 154, 168, 169, 200, 261</p>
<p>2.2.2, 2.2.4</p> <ul style="list-style-type: none"> <li>Apply understanding of text features independently to the acquisition and application of information across content areas. <b>W</b></li> </ul>	<p><b>Student Book:</b> 16, 20, 21, 24, 25, 26,27, 36, 37, 38, 39, 48, 49, 50, 51, 52, 53, 60, 72, 80, 92, 93, 104, 116, 118, 119, 128, 136, 148, 149, 150, 151, 160, 172, 184, 192, 193, 204, 205, 216, 217, 218, 219, 228, 229, 240, 254, 256, 257, 266, 267, 268, 269, 278, 279, 280, 281, 302, 308, 309, 320, 321, 322, 323, 332, 333, 334, 335, 344, 345</p>

Benchmarks, Grades 9-12	ACCESS English
2.2.2 • Use descriptive sentences with some specialized vocabulary to explain informed choice of search engine or website used in researching a topic. <b>W</b>	<b>Student Book:</b> 156, 341
2.2.3 • Use descriptive sentences with some specialized vocabulary to analyze the basic interdependence and interaction of literary elements including character, time. <b>W</b>	<b>Student Book:</b> 126, 258, 259, 260, 262, 280, 281, 286
2.2.4 • Identify text written in simple listing, sequential order, description, compare and contrast, problem/solution, cause and effect, process/procedural, and chronological order text structures.	<b>Student Book:</b> 30, 45, 55, 91, 94, 96, 97, 99, 143, 185, 189, 202, 213, 225, 251, 268, 270, 271, 331, 353

### C o m p o n e n t 2 . 3

**Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.**

### C o m p o n e n t 2 . 4

**Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.**

Benchmarks, Grades 9-12	ACCESS English
<b>Beginning</b>  2.3.1 • Use a word or gesture to describe: <ul style="list-style-type: none"> <li>• familiar concepts</li> <li>• cause and effect relationships</li> <li>• compare and contrast within and/or between simple short texts read aloud <b>W</b></li> </ul>	<b>Student Book:</b> 95, 97, 99, 101
2.3.2 • Use a picture, word, or gesture to categorize elements in literary or informational text.	<b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300
2.3.3 • Categorize words and characters from pictures and labels. <b>W</b>	<b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
2.3.4 <ul style="list-style-type: none"> <li>• Use word or gesture to indicate location of information in picture dictionaries.</li> </ul>	<b>Student Book:</b> 195, 306
2.4.1 <ul style="list-style-type: none"> <li>• Use word or gesture to express own reaction to literature. <b>W</b></li> </ul>	<b>Student Book:</b> 58, 342
2.4.2 <ul style="list-style-type: none"> <li>• Use word or gesture to distinguish between fantasy and reality (fiction/non-fiction). <b>W</b></li> </ul>	<b>Student Book:</b> 134, 256
<b>Advanced Beginning</b>  2.3.1 <ul style="list-style-type: none"> <li>• Use words and/or phrases to describe:               <ul style="list-style-type: none"> <li>• familiar concepts</li> <li>• cause and effect relationships</li> <li>• compare and contrast within and/or between texts read aloud <b>W</b></li> </ul> </li> </ul>	<b>Student Book:</b> 95, 97, 99, 101
2.3.2 <ul style="list-style-type: none"> <li>• Answer cause/effect and comparison/contrast questions about written paragraph-length text.</li> </ul>	<b>Student Book:</b> 95, 97, 99, 101
2.3.2 <ul style="list-style-type: none"> <li>• Use words or phrases to discuss information found in general reference materials (e.g., picture dictionary, dictionary, thesaurus). <b>W</b></li> </ul>	<b>Student Book:</b> 195, 306
2.3.3 <ul style="list-style-type: none"> <li>• Use words or phrases to identify the simplest forms of literary devices (e.g., simile, metaphors, and alliteration). <b>W</b></li> </ul>	<b>Student Book:</b> 57, 252
2.3.4 <ul style="list-style-type: none"> <li>• Use simple note-taking skills to begin to synthesize information from a variety of sources.</li> </ul>	<b>Student Book:</b> 146, 226, 264
2.4.1 <ul style="list-style-type: none"> <li>• Use words or phrases to make generalizations and draw supported conclusions from text. <b>W</b></li> </ul>	<b>Student Book:</b> 50, 56, 83, 207, 215

Benchmarks, Grades 9-12	ACCESS English
2.4.2 <ul style="list-style-type: none"> <li>Use words or phrases to identify facts that identify the author’s use of word choice and support the author’s purpose and tone. <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 330
2.4.3 <ul style="list-style-type: none"> <li><i>Distinguish between fantasy/reality and fact/opinion in text composed of phrases or simple sentences. (also 2.3.1)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 330
2.4.3 <ul style="list-style-type: none"> <li>Use words or phrases to distinguish between fantasy and reality in literary text and fact and opinion in informational text. <i>(also 2.3.1)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 134, 185, 191, 256, 322, 323, 325, 330
2.4.4 <ul style="list-style-type: none"> <li>Use words or phrases to identify persuasive devices from advertising slogans and peer pressure. <b>W</b></li> </ul>	<b>Student Book:</b> 322, 323
<b>Intermediate</b>  2.3.1 <ul style="list-style-type: none"> <li>Identify cause/effect and comparison/contrast relationships in written text. <b>W</b></li> </ul>	<b>Student Book:</b> 95, 97, 99, 101
2.3.1 <ul style="list-style-type: none"> <li>Use simple sentences with text-based evidence to:               <ul style="list-style-type: none"> <li>describe cause and effect</li> <li>compare and contrast <b>W</b></li> </ul> </li> </ul>	<b>Student Book:</b> 95, 97, 99, 101
2.3.2 <ul style="list-style-type: none"> <li>Identify the author’s purpose and distinguish between fantasy/reality and fact/opinion in short text. <i>(also 2.2.4)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330
2.3.2 <ul style="list-style-type: none"> <li>Locate information in adapted general reference materials (e.g., picture dictionary, dictionary).</li> </ul>	<b>Student Book:</b> 218, 226
2.3.2 <ul style="list-style-type: none"> <li>Use simple sentences to identify appropriate sources of information from general reference materials (e.g., dictionary, encyclopedia, thesaurus).</li> </ul>	<b>Student Book:</b> 218, 226

Benchmarks, Grades 9-12	ACCESS English
2.3.3 <ul style="list-style-type: none"> <li>Use simple sentences to identify literary devices (e.g., dialogue and alliteration). <b>W</b></li> </ul>	<b>Student Book:</b> 190, 252, 281, 289
2.3.4 <ul style="list-style-type: none"> <li>Use simple sentences to integrate information from a variety of sources by note taking and paraphrasing.</li> </ul>	<b>Student Book:</b> 27, 52, 53, 151, 155, 168, 194, 199, 200, 201, 203, 220
2.4.1 <ul style="list-style-type: none"> <li>Use simple sentences to make generalizations and draw supported conclusions from text. <b>W</b></li> </ul>	<b>Student Book:</b> 50, 56, 83, 207
2.4.2 <ul style="list-style-type: none"> <li>Use simple sentences to identify and explain author's purpose for text (e.g., to entertain, to explain, to inform, to persuade). <b>W</b></li> </ul>	<b>Student Book:</b> 73, 303, 304, 305, 306, 307, 326, 328, 329, 330
2.4.3 <ul style="list-style-type: none"> <li>Use simple sentences to distinguish between:               <ul style="list-style-type: none"> <li>fantasy and reality in literary text</li> <li>fact and opinion (<i>also 2.3.1</i>) <b>W</b></li> </ul> </li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 328, 330
<b>Advanced</b> 2.3.1 <ul style="list-style-type: none"> <li>Answer cause/effect and comparison/ contrast questions about extended written text. <b>W</b></li> </ul>	<b>Student Book:</b> 51, 57, 94, 95, 96, 97, 101, 139, 141, 166, 167, 202, 318
2.3.1 <ul style="list-style-type: none"> <li>Use descriptive sentences and information from texts to describe cause and effect and compare and contrast in literary and informational texts (e.g., character motivation, influence of historical events). <b>W</b></li> </ul>	<b>Student Book:</b> 51, 57, 94, 95, 96, 97, 101, 139, 141, 166, 167, 202, 318
2.3.2 <ul style="list-style-type: none"> <li>Integrate information from a variety of sources to draw conclusions using note taking and paraphrasing. (<i>also 2.3.4</i>)</li> </ul>	<b>Student Book:</b> 27, 52, 53, 151, 155, 168, 194, 199, 200, 201, 203, 220
2.3.3 <ul style="list-style-type: none"> <li>Use descriptive sentences to explain meanings of literary devices (e.g., simile, exaggeration, personification, metaphor, analogy). <b>W</b></li> </ul>	<b>Student Book:</b> 22, 57, 112, 113, 114, 190, 252, 262, 281, 289

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
2.4.1 <ul style="list-style-type: none"> <li>• Identify the author’s purpose and answer fantasy/reality and fact/opinion questions about extended text. <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330
2.4.1 <ul style="list-style-type: none"> <li>• Use descriptive sentences to provide text-based examples of author’s word choice to influence an audience (e.g., bias, stereotype, over-generalization). <b>W</b></li> </ul>	<b>Student Book:</b> 320, 321, 322, 323, 325
2.4.2 <ul style="list-style-type: none"> <li>• Use descriptive sentences to explain the intended effects of authors’ persuasive strategies and evaluate authors’ use of details and examples to achieve effect. <b>W</b></li> </ul>	<b>Student Book:</b> 115, 320, 321, 322, 323, 325, 328, 329
2.4.3 <ul style="list-style-type: none"> <li>• Identify the author’s purpose and answer fantasy/reality and fact/opinion questions about extended text. <i>(also 2.3.1)</i> <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330
2.4.3 <ul style="list-style-type: none"> <li>• Use descriptive sentences to explain use of persuasive devices, propaganda techniques, and point of view. <b>W</b></li> </ul>	<b>Student Book:</b> 99, 115, 129, 138, 320, 321, 322, 323, 325, 328, 329
2.4.5 <ul style="list-style-type: none"> <li>• Use descriptive sentences to compare and contrast themes and concepts among texts and make generalizations about universal themes, the human condition and cultural or historical perspectives. <b>W</b></li> </ul>	<b>Student Book:</b> 51, 57, 96, 97, 202, 262, 263, 264
<b>Transitional</b>  2.3.1 <ul style="list-style-type: none"> <li>• Answer compare/contrast and cause/effect questions citing evidence from grade-level text. <b>W</b></li> </ul>	<b>Student Book:</b> 98, 99, 101, 102, 166, 167, 170, 202
2.3.1 <ul style="list-style-type: none"> <li>• Use specialized vocabulary to:               <ul style="list-style-type: none"> <li>• compare/contrast elements</li> <li>• state cause/effect between texts using text-based evidence (e.g., character motivation, influence of historical/cultural events) <b>W</b></li> </ul> </li> </ul>	<b>Student Book:</b> 98, 99, 101, 102, 166, 167, 170, 202

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
2.3.2 <ul style="list-style-type: none"> <li>• Use specialized vocabulary across content areas to integrate information from a variety of sources to draw conclusions by note taking and paraphrasing.</li> </ul>	<b>Student Book:</b> 27, 52, 151, 155, 159, 169, 194, 197, 198, 199, 201, 220
2.3.3 <ul style="list-style-type: none"> <li>• Identify literary devices in grade level text to indicate how they convey the author’s message. <b>W</b></li> </ul>	<b>Student Book:</b> 22, 57, 112, 113, 114, 190, 262, 281, 289
2.3.3 <ul style="list-style-type: none"> <li>• Use specialized vocabulary to explain meaning and author’s use of literary devices (e.g., irony, sarcasm, dialogue, humor, and symbol). <b>W</b></li> </ul>	<b>Student Book:</b> 22, 57, 112, 113, 114, 190, 262, 281, 289
2.4.1 <ul style="list-style-type: none"> <li>• Identify facts/opinions, draw conclusions, make generalizations and inferences from grade-level text. <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 205, 206, 207, 210, 303, 304, 305, 306, 307, 322, 323, 325, 328, 330
2.4.2 <ul style="list-style-type: none"> <li>• Identify effect of author’s word choice, syntax, tone, persuasive devices, propaganda techniques and point of view. <b>W</b></li> </ul>	<b>Student Book:</b> 73, 322, 323, 325
2.4.2, 2.4.4, 2.4.7 <ul style="list-style-type: none"> <li>• Use specialized vocabulary to identify, explain, and cite examples of the author’s use of:               <ul style="list-style-type: none"> <li>• word choice</li> <li>• sentence structure and length</li> <li>• tone</li> <li>• persuasive devices</li> <li>• propaganda techniques</li> <li>• point of view</li> <li>• beliefs and assumptions <b>W</b></li> </ul> </li> </ul>	<b>Student Book:</b> 114, 115
2.4.3 <ul style="list-style-type: none"> <li>• Explain difference between facts and opinions. <b>W</b></li> </ul>	<b>Student Book:</b> 185, 191, 322, 323, 325, 330
2.4.6 <ul style="list-style-type: none"> <li>• Use specialized vocabulary to analyze concepts, themes and styles among texts and authors. <b>W</b></li> </ul>	<b>Student Book:</b> 78, 134, 202

## E A L R 3

The student reads materials for a variety of purposes.

### Component 3.1

Read to learn new information.

### Component 3.2

Read to perform a task.

### Component 3.3

Read for career applications.

Benchmarks, Grades 9-12	ACCESS English
<b>Advanced Beginning</b> 3.1.1 <ul style="list-style-type: none"><li>Follow multi-step directions composed of simple sentences to perform a task.</li></ul>	<b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 226, 227, 319
<b>Intermediate</b> 3.1.1 <ul style="list-style-type: none"><li>Follow multi-step directions composed of simple and descriptive sentences to perform a task.</li></ul>	<b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 226, 227, 319
<b>Advanced</b> 3.1.1 <ul style="list-style-type: none"><li>Follow multi-step directions to perform a task at school, home, and work.</li></ul>	<b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 226, 227, 319
3.2.2 <ul style="list-style-type: none"><li>Use descriptive sentences to answer business letters and memos.</li></ul>	<b>Student Book:</b> 339, 340, 341, 342, 343
<b>Transitional</b> 3.3.1 <ul style="list-style-type: none"><li>Follow multi-step directions from grade-level text to perform a technical or academic task.</li></ul>	<b>Student Book:</b> 46, 47, 59, 70, 73, 90, 103, 122, 126, 127, 146, 147, 169, 170, 182, 191, 226, 227, 319
3.3.1 <ul style="list-style-type: none"><li>Follow directions from technical, website, or grade-level sources at school, home, and work.</li></ul>	<b>Student Book:</b> 159, 316, 317

## Component 3.4

**Read for literary/narrative experience in a variety of genres.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <p>3.4.2</p> <ul style="list-style-type: none"> <li>Use drawings, word, or gesture to respond to and distinguish among a variety of genres.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p><b>Advanced Beginning</b></p> <p>3.4.2</p> <ul style="list-style-type: none"> <li>Use words or phrases to respond to and distinguish among a variety of genres.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p><b>Intermediate</b></p> <p>3.4.1</p> <ul style="list-style-type: none"> <li>Use simple sentences to compare/contrast and generalize traditions of literature from various cultures.</li> </ul>	<p><b>Student Book:</b> 49, 50, 51, 134, 256</p>
<p>3.4.2</p> <ul style="list-style-type: none"> <li>Use simple sentences to respond to and distinguish among a variety of genres.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p><b>Advanced</b></p> <p>3.4.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to identify and discuss the culture and/or traditions described in a piece of literature.</li> </ul>	<p><b>Student Book:</b> 49, 50, 51, 134, 256</p>
<p>3.4.2</p> <ul style="list-style-type: none"> <li>Use descriptive sentences in paragraphs to respond to a variety of genres and explain why certain ones best convey specific messages.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p>3.4.2</p> <ul style="list-style-type: none"> <li>Identify structural elements of literature written in a variety of genres.</li> </ul>	<p><b>Student Book:</b> 134, 256</p>
<p>3.4.3</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to compare/contrast cultural or historical perspectives described in pieces of literature.</li> </ul>	<p><b>Student Book:</b> 49, 50, 51, 134, 256</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
3.4.3 <ul style="list-style-type: none"> <li>Use descriptive sentences to compare/contrast genres (e.g., similar topic, issue, literary elements, theme).</li> </ul>	<b>Student Book:</b> 17, 18, 22, 78, 134, 241, 256, 262, 263, 264
<b>Transitional</b> 3.4.1 <ul style="list-style-type: none"> <li>Identify and discuss the culture and/or traditions described in a piece of literature.</li> </ul>	<b>Student Book:</b> 49, 50, 51, 134, 256
3.4.2 <ul style="list-style-type: none"> <li>Use specialized vocabulary to compare/contrast genres (e.g., similar topic, issue, literary elements or theme).</li> </ul>	<b>Student Book:</b> 17, 18, 22, 78, 79, 134, 241, 256, 262, 263, 264
3.4.2 <ul style="list-style-type: none"> <li>Use specialized vocabulary to analyze characteristics and structural elements of a variety of genres of literature.</li> </ul>	<b>Student Book:</b> 134, 256
3.4.3 <ul style="list-style-type: none"> <li>Use specialized vocabulary to compare/contrast multiple cultural or historical perspectives described in pieces of literature (e.g., character motivation, relationships).</li> </ul>	<b>Student Book:</b> 49, 50, 51, 134, 256

## **E A L R 4**

**The student sets goals and evaluates progress to improve reading.**

### **C o m p o n e n t 4 . 1**

**Assess reading strengths and need for improvement.**

### **C o m p o n e n t 4 . 2**

**Develop interests and share reading experiences.**

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Beginning</b> 4.2.1 <ul style="list-style-type: none"> <li>Use word, phrase or gesture to indicate preference for certain books read aloud.</li> </ul>	<b>Student Book:</b> 55, 56
<b>Advanced Beginning</b> 4.1.1 <ul style="list-style-type: none"> <li>Use words or phrases to explain what good readers do.</li> </ul>	<b>Student Book:</b> 26, 27, 28, 29, 32, 33, 34, 35

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<p>4.1.2</p> <ul style="list-style-type: none"> <li>Set goals to learn basic English phonemes, rules, and sight words and track progress through use of word banks, charts, and logs.</li> </ul>	<b>Student Book:</b> 115, 347
<p>4.2.1</p> <ul style="list-style-type: none"> <li>Use words or phrases to discuss why they choose certain books to be read aloud.</li> </ul>	<b>Student Book:</b> 146
<p><b>Intermediate</b></p> <p>4.1.1</p> <ul style="list-style-type: none"> <li>Use simple sentences to explain what good readers do.</li> </ul>	<b>Student Book:</b> 26, 27, 28, 29, 32, 33, 34, 35
<p>4.1.2</p> <ul style="list-style-type: none"> <li>Set goals to apply knowledge of English phonemes, rules, and sight words to reading literary and informational text and track progress through use of charts, rubrics, and reading logs.</li> </ul>	<b>Student Book:</b> 115, 347
<p><b>Advanced</b></p> <p>4.1.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to explain what good readers do.</li> </ul>	<b>Student Book:</b> 26, 27, 28, 29, 32, 33, 34, 35
<p>4.2.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to participate in guided book talks across content areas.</li> </ul>	<b>Student Book:</b> 243, 245, 247, 249
<p><b>Transitional</b></p> <p>4.2.1</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary in book talks and written reports to recommend books to others and to explain reasons.</li> </ul>	<b>Student Book:</b> 243, 245, 247, 249
<p>4.2.1</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to participate in book talks across content areas.</li> </ul>	<b>Student Book:</b> 243, 245, 247, 249

# Writing Standards

## EALR 1

The student writes clearly and effectively.

### Component 1.1

The student will develop concept and design.

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>• Draw, label and sequence pictures to tell a story</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 95, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300</p>
<ul style="list-style-type: none"> <li>• Use labeled drawings or graphic organizers to convey main ideas with supporting details</li> </ul>	<p><b>Student Book:</b> 34, 40, 41, 46, 50, 51, 70, 89, 90, 97, 101, 102, 114, 126, 141, 146, 151, 155, 165, 166, 170, 182, 201, 202, 226, 241, 260, 261, 263, 268, 269, 270, 271, 288, 303, 318, 326, 330, 354</p>
<ul style="list-style-type: none"> <li>• Write familiar words, sight words, and unfamiliar words</li> </ul>	<p><b>Student Book:</b> 23</p>
<ul style="list-style-type: none"> <li>• Participate in group writing based on a visual prompt or own experience</li> </ul>	<p><b>Student Book:</b> 91, 115</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases to express an idea or opinion</li> </ul>	<p><b>Student Book:</b> 55, 322, 323, 341</p>
<ul style="list-style-type: none"> <li>• Write simple sentences using a model or frame</li> </ul>	<p><b>Student Book:</b> 69, 70</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• Choose and maintain focus on topic</li> </ul>	<p><b>Student Book:</b> 82, 86, 222, 223, 224, 227</p>
<ul style="list-style-type: none"> <li>• Use simple sentences to write:                             <ul style="list-style-type: none"> <li>• a narrative paragraph on a familiar topic using a model</li> <li>• an expository paragraph about a topic with supporting details</li> </ul> </li> </ul>	<p><b>Student Book:</b> 90, 170, 276</p>
<ul style="list-style-type: none"> <li>• Use basic transitions</li> </ul>	<p><b>Student Book:</b> 34, 154, 155, 163, 169, 261</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use descriptive sentences to write multiple paragraphs on a single topic using effective transitions, examples, and supporting details</li> </ul>	<p><b>Student Book:</b> 220, 221, 222, 223</p>
<ul style="list-style-type: none"> <li>Discriminate between relevant and irrelevant information in order to stay focused on topic</li> </ul>	<p><b>Student Book:</b> 90, 91, 271</p>
<ul style="list-style-type: none"> <li>Demonstrate elaboration through relevant examples, details, facts, and reasons</li> </ul>	<p><b>Student Book:</b> 90, 91, 271</p>
<ul style="list-style-type: none"> <li>Begin to choose details and examples to match mode (e.g., narrative, expository, persuasive)</li> </ul>	<p><b>Student Book:</b> 162, 163, 164, 165, 166, 167, 170, 271, 272, 323, 326, 327, 328, 329, 330</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Choose and develop a topic or theme in multiple paragraphs</li> </ul>	<p><b>Student Book:</b> 220, 221, 222, 223</p>
<ul style="list-style-type: none"> <li>Develop topic using carefully chosen details and essential information</li> </ul>	<p><b>Student Book:</b> 220, 221, 222, 223</p>
<ul style="list-style-type: none"> <li>Link paragraphs using effective transitions and a consistent focus</li> </ul>	<p><b>Student Book:</b> 34, 154, 155, 163, 169, 261</p>
<ul style="list-style-type: none"> <li>Using specialized vocabulary to write details and examples to match mode (e.g., narrative, expository, persuasive)</li> </ul>	<p><b>Student Book:</b> 162, 163, 164, 165, 166, 167, 170, 271, 272, 323, 326, 327, 328, 329, 330</p>

## Component 1.2

**The student will use style appropriate to the audience and purpose.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Copy and follow patterns to write words and phrases</li> </ul>	<p><b>Student Book:</b> 271, 272, 276</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and phrases to write about own experiences and follow pattern to create a story</li> </ul>	<p><b>Student Book:</b> 266, 267, 268, 269, 270, 271, 272, 273, 276</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use simple sentences to write paragraphs for different purposes</li> </ul>	<p><b>Student Book:</b> 34, 46, 47, 58, 69, 82, 106, 107, 108, 109, 114, 123, 127, 135, 146, 167, 170, 171, 202, 214, 233, 239, 264, 267, 272, 273, 276, 300, 342, 347</p>
<ul style="list-style-type: none"> <li>Begin to choose appropriate words to convey meaning and express voice to different audiences</li> </ul>	<p><b>Student Book:</b> 224, 269, 277</p>
<ul style="list-style-type: none"> <li>Begin to use simple figurative language and idiomatic language</li> </ul>	<p><b>Student Book:</b> 57, 112, 113, 115</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use descriptive sentences to write essays for different purposes using vocabulary found in literary and informational text</li> </ul>	<p><b>Student Book:</b> 112, 113, 114, 319</p>
<ul style="list-style-type: none"> <li>Choose appropriate words to convey meaning and express voice to different audiences</li> </ul>	<p><b>Student Book:</b> 224, 269, 277</p>
<ul style="list-style-type: none"> <li>Use simple figurative and idiomatic expressions</li> </ul>	<p><b>Student Book:</b> 57, 112, 113, 115</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Write essays for different audiences and purposes using some specialized vocabulary across content areas</li> </ul>	<p><b>Student Book:</b> 112, 134, 139</p>
<ul style="list-style-type: none"> <li>Choose words that are precise, engaging, and well-suited to topic and audience</li> </ul>	<p><b>Student Book:</b> 45, 47, 90, 110, 170, 171, 227, 271, 303, 307, 331</p>

Benchmarks, Grades 9-12	ACCESS English
<ul style="list-style-type: none"> <li>Use figurative and idiomatic expressions appropriately</li> </ul>	<b>Student Book:</b> 57, 112, 113, 115

**C o m p o n e n t 1 . 3**  
**The student will apply writing conventions.**

Benchmarks, Grades 9-12	ACCESS English
<b>Beginning</b> <ul style="list-style-type: none"> <li>Begin to use invented spelling to write familiar words and phrases</li> </ul>	<b>Student Book:</b> 39, 44, 65, 68, 170, 224, 227, 274, 287
<ul style="list-style-type: none"> <li>Capitalize own name and some proper nouns</li> </ul>	<b>Student Book:</b> 65, 118, 119, 120
<ul style="list-style-type: none"> <li>Begin to write sight words and familiar words</li> </ul>	<b>Student Book:</b> 114, 347
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Use invented spelling to write familiar words and phrases</li> </ul>	<b>Student Book:</b> 39, 44, 65, 68, 170, 224, 227, 274, 287
<ul style="list-style-type: none"> <li>Write words and phrases with inconsistent use of capitalization</li> </ul>	<b>Student Book:</b> 44, 47
<ul style="list-style-type: none"> <li>Write sight words</li> </ul>	<b>Student Book:</b> 114, 347
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Write simple sentences with correct word order and subject/verb agreement</li> </ul>	<b>Student Book:</b> 178, 179
<ul style="list-style-type: none"> <li>Begin to edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287
<b>Advanced</b> <ul style="list-style-type: none"> <li>Write complex sentences with correct word order and subject/verb agreement</li> </ul>	<b>Student Book:</b> 179
<ul style="list-style-type: none"> <li>Edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287

Benchmarks, Grades 9-12	ACCESS English
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Use conventional grammar, ending punctuation, capital letters, and spelling independently; some rules may not be in evidence</li> </ul>	<p><b>Student Book:</b> 35, 47, 59, 71, 91, 103, 111, 115, 127, 147, 159, 171, 183, 227, 239, 265, 277, 289, 319, 331, 334, 335, 345, 346, 348, 349, 350, 351, 352, 353, 355</p>

## E A L R 2

**The student writes in a variety of forms for different audiences and purposes.**

### C o m p o n e n t 2 . 1

**The student will write for different audiences.**

### C o m p o n e n t 2 . 2

**The student will write for different purposes.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Draw pictures, write words or phrases to name, to describe a process, to record an observation, and to give directions</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300, 319</p>
<ul style="list-style-type: none"> <li>Write for self, teacher, or other known person</li> </ul>	<p><b>Student Book:</b> 35, 38, 39, 45, 47, 59, 171</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Write phrases to describe, thank, inform, reflect, question, and record information and for self expression</li> </ul>	<p><b>Student Book:</b> 32, 33, 34, 54, 68, 120, 155, 167, 203, 209, 213, 223, 288, 327, 337</p>
<ul style="list-style-type: none"> <li>Draw a picture or write for self, teacher, or other person</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300, 319</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Write simple sentences to inform, reflect, question, create, express an opinion, imagine, direct, and record information</li> </ul>	<p><b>Student Book:</b> 35, 38, 39, 45, 47, 59, 171</p>
<ul style="list-style-type: none"> <li>Distinguish among appropriate ways of writing to different audiences</li> </ul>	<p><b>Student Book:</b> 45, 47, 90, 170, 171, 227, 271, 303, 307</p>

Benchmarks, Grades 9-12	ACCESS English
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Apply skills to narrate, inform, explain, entertain, persuade, and to question</li> </ul>	<p><b>Student Book:</b> 32, 33, 34, 54, 68, 120, 134, 155, 167, 203, 209, 213, 223, 288, 327, 337</p>
<ul style="list-style-type: none"> <li>Determine appropriate purpose and audience for writing</li> </ul>	<p><b>Student Book:</b> 45, 47, 90, 170, 171, 227, 271, 303, 307, 331</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Apply skills using specialized vocabulary to narrate, inform, entertain, persuade, and to explain across content areas</li> </ul>	<p><b>Student Book:</b> 32, 33, 34, 54, 68, 120, 134, 155, 167, 203, 209, 213, 223, 288, 327, 337</p>

### C o m p o n e n t 2 . 3

**The student will write in a variety of forms.**

### C o m p o n e n t 2 . 4

**The student will write for career applications.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use words to complete lists, personal journal entries, songs and poems</li> </ul>	<p><b>Student Book:</b> 23, 30, 45, 55, 91, 135, 171, 185, 189, 213, 225, 251, 268, 270, 331, 353</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and phrases to write in a variety of forms (e.g., journal entries, songs, poems)</li> </ul>	<p><b>Student Book:</b> 23, 30, 45, 55, 91, 135, 143, 171, 185, 189, 213, 225, 251, 268, 270, 271, 331, 353</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use simple sentences to write in a variety of forms (e.g., short essays, narratives, journals, poems, research reports, explanations, dialogues, memos, business letters, applications, experiments)</li> </ul>	<p><b>Student Book:</b> 127, 134, 139, 220, 221, 222, 223, 226, 227</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Use descriptive sentences to write in a variety of forms (e.g., extended essays, narratives, research reports, explanations, skits, newspaper articles, brochures, advertisements, memos, directions, applications, critiques)</li> </ul>	<p><b>Student Book:</b> 127, 134, 139, 220, 221, 222, 223, 226, 227</p>

Benchmarks, Grades 9-12	ACCESS English
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to write independently in a variety of forms (e.g., extended essays, research reports, narratives, journals, explanations, skits, newspaper articles, brochures, advertisements, tables, graphs, critiques)</li> </ul>	<p><b>Student Book:</b> 127, 134, 139, 220, 221, 222, 223, 226, 227</p>

### E A L R 3

**The student understands and uses the steps of the writing process.**

### C o m p o n e n t 3 . 1

**The student will pre-write – generate ideas and gather information.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Draw pictures and use words from shared reading and own experience</li> </ul>	<p><b>Student Book:</b> 19, 35, 46, 58, 69, 90, 103, 114, 135, 146, 159, 170, 203, 214, 238, 253, 276, 289, 300</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Use phrases to participate in group brainstorming and writing</li> </ul>	<p><b>Student Book:</b> 46, 55, 65, 97, 115, 123, 126, 143, 158, 171, 182, 183, 189, 191, 226, 227, 235, 251, 287, 289, 301, 329, 342, 342, 353, 355</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Use graphic organizers to generate and organize ideas for writing</li> </ul>	<p><b>Student Book:</b> 40, 220, 270</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Independently use brainstorming techniques to organize and begin to plan writing</li> </ul>	<p><b>Student Book:</b> 40, 220</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Independently choose an appropriate pre-writing strategy</li> </ul>	<p><b>Student Book:</b> 38, 40, 41</p>

## Component 3.2

**The student will revise – elaborate on a topic and supporting ideas.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use gestures, words and phrases to participate in group writing</li> </ul>	<p><b>Student Book:</b> 46, 55, 65, 97, 115, 123, 126, 143, 158, 171, 182, 183, 189, 191, 226, 227, 235, 251, 287, 289, 301, 329, 342, 343, 353, 355</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include words and phrases</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include simple sentences</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include complex sentences across content areas</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Create rough drafts which include complex sentences across content areas and genres</li> </ul>	<p><b>Student Book:</b> 38, 42, 222, 223, 286, 287</p>

## Component 3.3

**The student will revise – collect input and enhance text and style.**

Benchmarks, Grades 9-12	ACCESS English
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use words and phrases to participate orally in revision of group writing</li> </ul>	<p><b>Student Book:</b> 43, 224, 226, 275</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Revise own writing for clarity and audience</li> </ul>	<p><b>Student Book:</b> 38, 43, 224, 231, 274, 275, 276, 287</p>
<ul style="list-style-type: none"> <li>Offer feedback on other’s writing</li> </ul>	<p><b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Use descriptive sentences to incorporate input from others into own writing</li> </ul>	<b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318
<b>Advanced</b> <ul style="list-style-type: none"> <li>Use additional information sources to enhance text</li> </ul>	<b>Student Book:</b> 218, 219
<b>Transitional</b> <ul style="list-style-type: none"> <li>Apply knowledge of text features and specialized vocabulary to enhance text</li> </ul>	<b>Student Book:</b> 194, 195

### C o m p o n e n t 3 . 4

**The student will edit – use resources to correct spelling, punctuation, grammar and usage.**

### C o m p o n e n t 3 . 5

**The student will publish – elect a publishing form and produce a completed writing project to share with chosen audience.**

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<b>Beginning</b> <ul style="list-style-type: none"> <li>Use gestures and words to participate in editing of group writing</li> </ul>	<b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318
<ul style="list-style-type: none"> <li>Use a model to publish selected writing in appropriate format</li> </ul>	<b>Student Book:</b> 39, 45, 287
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Participate in group editing for capitalization and spelling</li> </ul>	<b>Student Book:</b> 44, 126, 146, 227, 264, 288, 318
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Independently correct some errors in usage</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287
<ul style="list-style-type: none"> <li>Use reference tools to correct spelling, punctuation, and capitalization</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>• Publish selected writing in appropriate format</li> </ul>	<b>Student Book:</b> 39, 45, 287
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Use reference tools to edit own and other’s writing</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of editing to improve writing across content areas</li> </ul>	<b>Student Book:</b> 39, 44, 224, 227, 274, 287
<ul style="list-style-type: none"> <li>• Publish in appropriate format</li> </ul>	<b>Student Book:</b> 39, 45, 287



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