

ACCESS FOR NEWCOMERS

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correlated to

**Washington State**  
**English Language Development**  
**(ELD) Standards**  
**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 for Newcomers
<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>Pupil Edition:</b> 13, 31, 33, 35, 39, 41, 47, 51, 53, 57, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257

**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 for Newcomers
<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>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 31, 33, 39, 40, 43, 47, 46, 48, 50, 51, 52, 54, 56, 58, 87
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Respond to directions, questions, and some idiomatic expressions.</li> </ul>	<b>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 31, 33, 39, 40, 43, 47, 46, 48, 50, 51, 52, 54, 56, 58, 87, 196, 197

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</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>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 39, 40, 41, 43, 47, 46, 48, 49, 50, 51, 52, 54, 56, 58, 59, 75, 83, 87, 91, 131, 103, 196, 197</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>Pupil Edition:</b> 244, 245</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>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 27, 29, 45, 53, 109, 193</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>Pupil Edition:</b> 244, 245</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>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 27, 29, 45, 53, 109, 193</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>Pupil Edition:</b> 220, 221</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 for Newcomers</b>
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use classroom norms to signal to ask a question.</li> </ul>	<p><b>Pupil Edition:</b> 22</p>
<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>Pupil Edition:</b> 38, 40, 41, 47, 57</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>Pupil Edition:</b> 205, 215, 229, 237, 239, 243</p>

Benchmarks, Grades 6-8	ACCESS for Newcomers
<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>Pupil Edition:</b> 205, 215, 229, 237, 239, 243</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.**

Benchmarks, Grades 6-8	ACCESS for Newcomers
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use words to participate in social conversations using informal language.</li> </ul>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use, through repetition, common social greetings, simple repetitive phrases, and state basic needs using informal language.</li> </ul>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use gestures and/or words to role-play an action or event.</li> </ul>	<p><b>Pupil Edition:</b> 43, 69, 95</p>
<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>	<p><b>Pupil Edition:</b> 185, 277, 303</p>
<ul style="list-style-type: none"> <li>Independently use common social greetings, simple repetitive phrases, and state basic needs using informal language.</li> </ul>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use words and/or phrases to role-play an action or event.</li> </ul>	<p><b>Pupil Edition:</b> 43, 69, 95</p>
<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>	<p><b>Pupil Edition:</b> 244, 245</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<ul style="list-style-type: none"> <li>Use word and/or phrases to inform, and entertain.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<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>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use simple sentences to tell a story, inform, explain and entertain.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<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>	<p><b>Pupil Edition:</b> 108, 109, 240, 241</p>
<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>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use descriptive sentences to tell a story, inform, explain, entertain, and persuade.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<ul style="list-style-type: none"> <li>Give instructions for a familiar process in an understandable manner.</li> </ul>	<p><b>Pupil Edition:</b> 108, 109, 240, 241</p>

Benchmarks, Grades 6-8	ACCESS for Newcomers
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Independently participate in social conversations with peers and adults.</li> </ul>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Apply communication skills to narrate, inform, explain, entertain, and persuade in a variety of contexts.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<ul style="list-style-type: none"> <li>Give instructions in a precise and understandable manner.</li> </ul>	<p><b>Pupil Edition:</b> 108, 109, 240, 241</p>

## 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.**

Benchmarks, Grades 6-8	ACCESS for Newcomers
<p><b>Advanced Beginning</b></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>Pupil Edition:</b> 98, 99, 108, 109</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>Pupil Edition:</b> 42</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>Pupil Edition:</b> 220, 242</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>Pupil Edition:</b> 42</p>

Benchmarks, Grades 6-8	ACCESS for Newcomers
<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>	<b>Pupil Edition:</b> 220, 242
<ul style="list-style-type: none"> <li>Use examples and details to support ideas with teacher support.</li> </ul>	<b>Pupil Edition:</b> 220
<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>Pupil Edition:</b> 42
<ul style="list-style-type: none"> <li>Organize an oral presentation in a logical order, i.e., beginning, middle and end.</li> </ul>	<b>Pupil Edition:</b> 220, 242
<ul style="list-style-type: none"> <li>Use examples and descriptive details to support ideas.</li> </ul>	<b>Pupil Edition:</b> 220

**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 for Newcomers
<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>Pupil Edition:</b> 122, 140
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>Pupil Edition:</b> 43, 69, 95

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<p><b>Advanced Beginning</b></p> <p>2.4</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to tell a story, inform, and entertain.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<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>Pupil Edition:</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>2.3</p> <ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>	<p><b>Pupil Edition:</b> 40, 41</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>Pupil Edition:</b> 72</p>
<p><b>Transitional</b></p> <p>2.3</p> <ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>	<p><b>Pupil Edition:</b> 40, 41</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>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</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.

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<b>Beginning</b>  3.1 <ul style="list-style-type: none"><li>Independently use common social greetings, simple repetitive phrases, and state basic needs.</li></ul>	<b>Pupil Edition:</b> 38, 40, 41
3.1 <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>Pupil Edition:</b> 38, 40, 41, 84
<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>Pupil Edition:</b> 127, 167, 211, 213
3.1 <ul style="list-style-type: none"><li>Demonstrate turn-taking in a conversation and a group discussion.</li></ul>	<b>Pupil Edition:</b> 43, 69, 95
3.3 <ul style="list-style-type: none"><li>Use words and/or phrases to suggest solutions to a problem.</li></ul>	<b>Pupil Edition:</b> 102, 222
<b>Intermediate</b>  3.1 <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>	<b>Pupil Edition:</b> 127, 167, 211, 213

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
3.1 <ul style="list-style-type: none"> <li>Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<b>Pupil Edition:</b> 43, 69, 95
<b>Advanced</b> 3.1 <ul style="list-style-type: none"> <li>Initiate and actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	<b>Pupil Edition:</b> 127, 167, 211, 213
3.1 <ul style="list-style-type: none"> <li>Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<b>Pupil Edition:</b> 43, 69, 95
<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>Pupil Edition:</b> 38, 40, 41, 43

### **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 6-8</b>	<b>ACCESS for Newcomers</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>Pupil Edition:</b> 38, 40, 41, 43
<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>Pupil Edition:</b> 38, 40, 41, 43

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<p><b>Advanced</b></p> <p>4.1</p> <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>Pupil Edition:</b> 243
<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>	<b>Pupil Edition:</b> 242, 243
<p><b>Transitional</b></p> <p>4.1</p> <ul style="list-style-type: none"> <li>Use criteria to analyze and improve one’s own and others’ presentations.</li> </ul>	<b>Pupil Edition:</b> 242, 243
<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>	<b>Pupil Edition:</b> 242, 243

## 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.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<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>	<b>Pupil Edition:</b> 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 44, 47, 61, 65, 100, 194, 195, 334, 335
<p>1.1.2</p> <ul style="list-style-type: none"> <li>Recognize and produce English phonemes.</li> </ul>	<b>Pupil Edition:</b> 118, 119, 192, 193

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 118, 119, 192, 193
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>Pupil Edition:</b> 118, 119
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>Pupil Edition:</b> 244, 245
<b>Advanced Beginning</b>  1.1.2 <ul style="list-style-type: none"> <li>• Orally manipulate and segment simple known words by onset and rime.</li> </ul>	<b>Pupil Edition:</b> 118, 119
1.1.2 <ul style="list-style-type: none"> <li>• Identify syllables in known words.</li> </ul>	<b>Pupil Edition:</b> 192, 193
1.1.2 <ul style="list-style-type: none"> <li>• Identify common consonant and vowel sounds in known words.</li> </ul>	<b>Pupil Edition:</b> 118, 119
1.1.2 <ul style="list-style-type: none"> <li>• Identify same sounds represented by different single letters or combinations of letters (e.g., fish, rough).</li> </ul>	<b>Pupil Edition:</b> 118
1.1.3 <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>	<b>Pupil Edition:</b> 244, 245
1.1.4 <ul style="list-style-type: none"> <li>• Use knowledge of phonics to read unfamiliar words in text.</li> </ul>	<b>Pupil Edition:</b> 192, 193

Benchmarks, Grades 6-8	ACCESS for Newcomers
<b>Intermediate</b> 1.1.2 <ul style="list-style-type: none"> <li>Apply multi-syllabic decoding when reading words in all texts.</li> </ul>	<b>Pupil Edition:</b> 192, 193
1.1.2 <ul style="list-style-type: none"> <li>Identify shared consonant and vowel sounds in known words.</li> </ul>	<b>Pupil Edition:</b> 118, 119, 192, 193
1.1.3 <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>	<b>Pupil Edition:</b> 244, 245
1.1.4 <ul style="list-style-type: none"> <li>Decode words following patterns, word families, etc.</li> </ul>	<b>Pupil Edition:</b> 192, 193
<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>Pupil Edition:</b> 244, 245
1.1.4 <ul style="list-style-type: none"> <li>Explain how to use letter patterns, word families, and multi-syllabic decoding to read words.</li> </ul>	<b>Pupil Edition:</b> 192, 193

**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 for Newcomers
<b>Beginning</b> 1.2.2 <ul style="list-style-type: none"> <li>Given pictures and illustrations, indicate word meaning.</li> </ul>	<b>Pupil Edition:</b> 35, 55, 69, 101, 115, 139, 149, 155, 163, 173, 177, 209

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
1.2.2 <ul style="list-style-type: none"> <li>Identify or select pictures to check comprehension of text words or short phrases.</li> </ul>	<b>Pupil Edition:</b> 35, 55, 69, 101, 115, 139, 149, 155, 163, 173, 177, 209
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>Pupil Edition:</b> 116, 117, 244, 245
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>Pupil Edition:</b> 57, 73, 79, 85, 91, 95, 99, 101, 103
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>Pupil Edition:</b> 222, 223, 232, 233, 236, 237
1.4.1 <ul style="list-style-type: none"> <li>Recognize sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 22, 23, 25, 27, 29, 35, 41, 47
<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>Pupil Edition:</b> 195, 306
<b>Advanced Beginning</b>  1.2.2 <ul style="list-style-type: none"> <li>Demonstrate understanding of roots and affixes.</li> </ul>	<b>Pupil Edition:</b> 133, 135, 183
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>Pupil Edition:</b> 222, 223, 232, 233, 236, 237
1.3.1 <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>	<b>Pupil Edition:</b> 222, 223, 232, 233, 236, 237

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 218, 219
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>Pupil Edition:</b> 244, 245
1.4.1 <ul style="list-style-type: none"> <li>• Read introduced sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 22, 23, 25, 27, 29, 35, 41, 47
1.4.1 <ul style="list-style-type: none"> <li>• Use simple sentences with introduced sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 23, 25, 27, 29, 35, 41, 47
<b>Intermediate</b>  1.2.1 <ul style="list-style-type: none"> <li>• Use dictionary and glossary to find or confirm word meanings and parts of speech.</li> </ul>	<b>Pupil Edition:</b> 120, 166, 167
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>Pupil Edition:</b> 133, 135, 183
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>Pupil Edition:</b> 124, 125, 126
1.3.1 <ul style="list-style-type: none"> <li>• Use new vocabulary from text in oral or written descriptive sentences.</li> </ul>	<b>Pupil Edition:</b> 72, 80, 81
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>Pupil Edition:</b> 81
1.4.1 <ul style="list-style-type: none"> <li>• Read introduced sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 22, 23, 25, 27, 29, 35, 41, 47
1.4.3 <ul style="list-style-type: none"> <li>• Adjust reading rate to match purpose.</li> </ul>	<b>Pupil Edition:</b> 192

Benchmarks, Grades 6-8	ACCESS for Newcomers
<p><b>Advanced</b></p> <p>1.2.1</p> <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>	<p><b>Pupil Edition:</b> 166, 167</p>
<p>1.2.2</p> <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>	<p><b>Pupil Edition:</b> 133, 135, 166, 167, 183</p>
<p>1.2.2</p> <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>	<p><b>Pupil Edition:</b> 154, 155, 156, 157</p>
<p>1.3.1</p> <ul style="list-style-type: none"> <li>Use new vocabulary in own oral and written communication.</li> </ul>	<p><b>Pupil Edition:</b> 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254</p>
<p>1.3.2</p> <ul style="list-style-type: none"> <li>Identify and define words and concepts across content areas. <b>W</b></li> </ul>	<p><b>Pupil Edition:</b> 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254</p>
<p>1.4.1</p> <ul style="list-style-type: none"> <li>Use and read an increased number of sight words.</li> </ul>	<p><b>Pupil Edition:</b> 17, 19, 21, 23, 25, 27, 29, 35, 41, 47</p>
<p>1.4.3</p> <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>	<p><b>Pupil Edition:</b> 192</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</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>Pupil Edition:</b> 142, 166, 167, 192, 193</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>Pupil Edition:</b> 142, 144, 145, 166, 167, 192, 193</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>Pupil Edition:</b> 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254</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>Pupil Edition:</b> 192</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.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<b>Beginning</b> 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>Pupil Edition:</b> 244, 245
2.1.1, 2.1.6 <ul style="list-style-type: none"> <li><i>Answer literal comprehension questions about short simple text sentences (i.e., active, positive, present tense, statements with regular plurals).</i></li> </ul>	<b>Pupil Edition:</b> 122, 123
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>Pupil Edition:</b> 220, 221, 244, 245
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>Pupil Edition:</b> 120, 124, 244
<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>Pupil Edition:</b> 240, 244, 245
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>Pupil Edition:</b> 240, 244, 245
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>Pupil Edition:</b> 240

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 240
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.</i> <b>W</b></li> </ul>	<b>Pupil Edition:</b> 245
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
2.2.2 <ul style="list-style-type: none"> <li>Identify organizational features of printed and electronic text. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 120, 124, 244
<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>Pupil Edition:</b> 245
2.1.2 <ul style="list-style-type: none"> <li>Use simple sentences to describe images from story in literary text.</li> </ul>	<b>Pupil Edition:</b> 244, 245
2.1.3 <ul style="list-style-type: none"> <li>Identify the main idea and details in text. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245

Benchmarks, Grades 6-8	ACCESS for Newcomers
2.1.5 <ul style="list-style-type: none"> <li>Answer both literal and inferential comprehension questions about text composed with irregular plurals, modals, common irregular verbs, prepositional phrases, etc. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
2.1.5 <ul style="list-style-type: none"> <li>Infer an idea supported by text details. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 240
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>Pupil Edition:</b> 157, 220, 221, 244, 245
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>Pupil Edition:</b> 154, 155
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 120, 124, 244
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>Pupil Edition:</b> 52, 53, 68, 108, 109, 154, 155

Benchmarks, Grades 6-8	ACCESS for Newcomers
<p><b>Advanced</b></p> <p>2.1.1</p> <ul style="list-style-type: none"> <li>Use descriptive sentences to ask and answer questions supported with details and evidence.</li> </ul>	<p><b>Pupil Edition:</b> 245</p>
<p>2.1.2</p> <ul style="list-style-type: none"> <li>Draw and use descriptive sentences to depict mental images that occur while reading.</li> </ul>	<p><b>Pupil Edition:</b> 240</p>
<p>2.1.2</p> <ul style="list-style-type: none"> <li>Respond to questions about mental images that occur while reading text.</li> </ul>	<p><b>Pupil Edition:</b> 240</p>
<p>2.1.3</p> <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>	<p><b>Pupil Edition:</b> 244, 245</p>
<p>2.1.4</p> <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>	<p><b>Pupil Edition:</b> 244, 245</p>
<p>2.1.5</p> <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>	<p><b>Pupil Edition:</b> 244, 245</p>
<p>2.1.6</p> <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>	<p><b>Pupil Edition:</b> 240</p>
<p>2.1.7</p> <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>	<p><b>Pupil Edition:</b> 220, 244, 245</p>
<p>2.2.2, 2.2.3</p> <ul style="list-style-type: none"> <li>Identify information from charts and graphs. <b>W</b></li> </ul>	<p><b>Pupil Edition:</b> 50, 51</p>
<p>2.2.2</p> <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>	<p><b>Pupil Edition:</b> 120, 124, 244</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 52, 53, 68, 222, 223
<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>Pupil Edition:</b> 245
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>Pupil Edition:</b> 220, 244, 245
2.1.5 <ul style="list-style-type: none"> <li><i>Answer literal and inferential comprehension questions about grade level text. W</i></li> </ul>	<b>Pupil Edition:</b> 220, 244, 245
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>Pupil Edition:</b> 220, 244, 245
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>Pupil Edition:</b> 240
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>Pupil Edition:</b> 220, 244, 245
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>Pupil Edition:</b> 108, 109
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>Pupil Edition:</b> 120, 124, 244

Benchmarks, Grades 6-8	ACCESS for Newcomers
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>Pupil Edition:</b> 244, 245
2.2.4 • Identify text written in simple listing, sequential order, description, compare and contrast, problem/solution, and chronological order text structures.	<b>Pupil Edition:</b> 52, 53, 68, 102, 154, 155, 222, 223

### 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 6-8	ACCESS for Newcomers
<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 between texts read aloud <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245
2.3.2 • Use a picture, word, or gesture to categorize elements in literary or informational text.	<b>Pupil Edition:</b> 69
2.3.3 • Categorize words and characters from pictures and labels. <b>W</b>	<b>Pupil Edition:</b> 244, 245
2.4.1 • Use word or gesture to express own reaction to literature. <b>W</b>	<b>Pupil Edition:</b> 240

Benchmarks, Grades 6-8	ACCESS for Newcomers
<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>Pupil Edition:</b> 244</p>
<p>2.3.2</p> <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>	<p><b>Pupil Edition:</b> 166, 167</p>
<p>2.3.3</p> <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>	<p><b>Pupil Edition:</b> 196, 197</p>
<p>2.3.4</p> <ul style="list-style-type: none"> <li>• Use simple note-taking skills to begin to synthesize information from a variety of sources.</li> </ul>	<p><b>Pupil Edition:</b> 240</p>
<p>2.4.1</p> <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>	<p><b>Pupil Edition:</b> 244, 245</p>
<p><b>Intermediate</b></p> <p>2.3.1</p> <ul style="list-style-type: none"> <li>• Identify cause/effect and comparison/contrast relationships in written text. <b>W</b></li> </ul>	<p><b>Pupil Edition:</b> 244, 245</p>
<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>	<p><b>Pupil Edition:</b> 244, 245</p>
<p>2.3.2</p> <ul style="list-style-type: none"> <li>• Categorize objects according to common attributes.</li> </ul>	<p><b>Pupil Edition:</b> 69</p>
<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>	<p><b>Pupil Edition:</b> 166, 167</p>

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
2.3.2 <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>Pupil Edition:</b> 166, 167
2.3.3 <ul style="list-style-type: none"> <li>• Indicate understanding of common idioms (e.g., catch the bus, keep up, drop in). <b>W</b></li> </ul>	<b>Pupil Edition:</b> 196, 197
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>Pupil Edition:</b> 196, 197
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>Pupil Edition:</b> 240
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>Pupil Edition:</b> 244, 245
<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>Pupil Edition:</b> 244, 245
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. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245
2.3.2 <ul style="list-style-type: none"> <li>• Locate information on a topic in the appropriate resource/s for a specific purpose.</li> </ul>	<b>Pupil Edition:</b> 166, 168, 170
2.3.3 <ul style="list-style-type: none"> <li>• Demonstrate understanding of literary idioms used in extended text. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 196, 197
2.3.3 <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>	<b>Pupil Edition:</b> 196, 197

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<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>Pupil Edition:</b> 244, 245</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>Pupil Edition:</b> 244, 245</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>Pupil Edition:</b> 160, 244, 245</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>Pupil Edition:</b> 240</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>Pupil Edition:</b> 196, 197</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>Pupil Edition:</b> 244, 245</p>
<p>2.4.1, 2.4.3, 2.4.5</p> <ul style="list-style-type: none"> <li>Use specialized vocabulary to explain: <ul style="list-style-type: none"> <li>how to solve problems</li> <li>make generalizations from literary and informational texts <b>W</b></li> </ul> </li> </ul>	<p><b>Pupil Edition:</b> 102, 103</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.

Benchmarks, Grades 6-8	ACCESS for Newcomers
<b>Beginning</b> 3.1.1 <ul style="list-style-type: none"><li>Follow simple text directions, composed of pictures, single words, or phrases to perform tasks (e.g., how to fill out a form for personal information, order from a menu, follow a simple map).</li></ul>	<b>Pupil Edition:</b> 108, 109
3.1.1 <ul style="list-style-type: none"><li>Use word or gesture to locate requested sources (e.g., encyclopedia, pamphlets, newspapers and magazines).</li></ul>	<b>Pupil Edition:</b> 166, 168, 170
3.2.1 <ul style="list-style-type: none"><li>Match printed word with common school item.</li></ul>	<b>Pupil Edition:</b> 44, 45, 46
3.2.1 <ul style="list-style-type: none"><li>Use word, gesture or drawing to demonstrate comprehension of environmental print (e.g., school signs and labels in classroom).</li></ul>	<b>Pupil Edition:</b> 44
3.2.2 <ul style="list-style-type: none"><li>Use word or gesture to identify functional documents (e.g., letters, forms, menus, simple phone messages, shopping lists).</li></ul>	<b>Pupil Edition:</b> 68
3.3.1 <ul style="list-style-type: none"><li>Use word or gesture to respond to read-aloud books describing careers.</li></ul>	<b>Pupil Edition:</b> 66, 67
<b>Advanced Beginning</b> 3.1.1 <ul style="list-style-type: none"><li>Follow simple written directions to perform a task.</li></ul>	<b>Pupil Edition:</b> 39, 41, 43, 45, 53, 59, 71, 75, 89, 121, 123, 243

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
3.2.1 <ul style="list-style-type: none"> <li>Match simple sentences to demonstrate comprehension of environmental print (e.g., school signs, street signs, labels in classroom).</li> </ul>	<b>Pupil Edition:</b> 44
3.2.2 <ul style="list-style-type: none"> <li>Use words and/or phrases to restate information in functional documents (e.g., letters, forms, menus, email).</li> </ul>	<b>Pupil Edition:</b> 68
3.3.1 <ul style="list-style-type: none"> <li>Use words and/or phrases to describe careers after discussions or reading texts.</li> </ul>	<b>Pupil Edition:</b> 66, 67
<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>Pupil Edition:</b> 25, 29, 45, 53, 102, 108, 109, 193
3.2.1 <ul style="list-style-type: none"> <li>Demonstrate comprehension of environmental print, informational text or written directions composed of simple phrases.</li> </ul>	<b>Pupil Edition:</b> 102, 108, 109
3.2.2 <ul style="list-style-type: none"> <li>Use simple sentences to identify content of functional documents (e.g., employment applications, bus schedules, brochures).</li> </ul>	<b>Pupil Edition:</b> 48, 49
3.3.1 <ul style="list-style-type: none"> <li>Use simple sentences to describe careers interests from texts or discussion.</li> </ul>	<b>Pupil Edition:</b> 66, 67
<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>Pupil Edition:</b> 25, 29, 45, 53, 102, 108, 109, 193
3.2.2 <ul style="list-style-type: none"> <li>Use descriptive sentences to explain necessary elements of functional documents.</li> </ul>	<b>Pupil Edition:</b> 48, 49
3.3.1 <ul style="list-style-type: none"> <li>Use descriptive sentences to discuss hobbies and careers.</li> </ul>	<b>Pupil Edition:</b> 88, 89

Benchmarks, Grades 6-8	ACCESS for Newcomers
<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>Pupil Edition:</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 multi-step directions from grade-level text to perform a technical or academic task.</li> </ul>	<b>Pupil Edition:</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>Pupil Edition:</b> 108, 109
3.3.1 <ul style="list-style-type: none"> <li>Use specialized vocabulary to discuss career materials that match career interests.</li> </ul>	<b>Pupil Edition:</b> 66, 67

## Component 3.4

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

Benchmarks, Grades 6-8	ACCESS for Newcomers
<b>Beginning</b> 3.4.2 <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>	<b>Pupil Edition:</b> 244, 245
<b>Advanced Beginning</b> 3.4.2 <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>	<b>Pupil Edition:</b> 244, 245
<b>Intermediate</b> 3.4.1 <ul style="list-style-type: none"> <li>Use simple sentences to compare/contrast texts and traditions of literature from various cultures.</li> </ul>	<b>Pupil Edition:</b> 116, 117
3.4.2 <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>	<b>Pupil Edition:</b> 244, 245

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<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>	<b>Pupil Edition:</b> 116, 117
<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>	<b>Pupil Edition:</b> 116, 117
<p><b>Transitional</b></p> <p>3.4.1</p> <ul style="list-style-type: none"> <li>Identify and discuss the culture and/or traditions described in a piece of literature.</li> </ul>	<b>Pupil Edition:</b> 116, 117
<p>3.4.2</p> <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>Pupil Edition:</b> 116, 117

## **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 6-8</b>	<b>ACCESS for Newcomers</b>
<p><b>Beginning</b></p> <p>4.2.1</p> <ul style="list-style-type: none"> <li>Use word, phrase or gesture to indicate preference for certain books read aloud.</li> </ul>	<b>Pupil Edition:</b> 22, 23, 192, 193
<p><b>Advanced Beginning</b></p> <p>4.1.1</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to explain what good readers do.</li> </ul>	<b>Pupil Edition:</b> 240, 241

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 22, 23, 192, 193
<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>Pupil Edition:</b> 240, 241
<b>Advanced</b> 4.1.1 <ul style="list-style-type: none"> <li>Use descriptive sentences to explain what good readers do.</li> </ul>	<b>Pupil Edition:</b> 240, 241
4.2.1 <ul style="list-style-type: none"> <li>Use descriptive sentences to share experiences and ideas from reading both literary and informational text.</li> </ul>	<b>Pupil Edition:</b> 244, 245
<b>Transitional</b> 4.2.1 <ul style="list-style-type: none"> <li>Use specialized vocabulary to share experiences and ideas from reading both literary and informational text.</li> </ul>	<b>Pupil Edition:</b> 244, 245
4.2.1 <ul style="list-style-type: none"> <li>Use specialized vocabulary to participate in book talks.</li> </ul>	<b>Pupil Edition:</b> 244, 245

## Writing Standards

### EALR 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 for Newcomers</b>
<b>Beginning</b> <ul style="list-style-type: none"> <li>Draw, label and sequence pictures to tell a story</li> </ul>	<b>Pupil Edition:</b> 154, 155

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<ul style="list-style-type: none"> <li>Use labeled drawings or graphic organizers to convey main ideas with supporting details</li> </ul>	<b>Pupil Edition:</b> 154, 155
<ul style="list-style-type: none"> <li>Write familiar words or sight words</li> </ul>	<b>Pupil Edition:</b> 22, 23
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Write simple sentences using a model or frame</li> </ul>	<b>Pupil Edition:</b> 144, 145
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Choose and maintain focus on topic</li> </ul>	<b>Pupil Edition:</b> 220, 221, 242
<ul style="list-style-type: none"> <li>Use basic transitions</li> </ul>	<b>Pupil Edition:</b> 142
<b>Advanced</b> <ul style="list-style-type: none"> <li>Discriminate between relevant and irrelevant information in order to stay focused on topic</li> </ul>	<b>Pupil Edition:</b> 220, 223

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

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

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<b>Advanced Beginning</b> <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>	<b>Pupil Edition:</b> 150, 151
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Use simple sentences to write paragraphs for different purposes</li> </ul>	<b>Pupil Edition:</b> 151, 165, 193, 205
<ul style="list-style-type: none"> <li>Begin to use simple figurative language and idiomatic language</li> </ul>	<b>Pupil Edition:</b> 196, 197
<b>Advanced</b> <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>	<b>Pupil Edition:</b> 220, 221

Benchmarks, Grades 6-8	ACCESS for Newcomers
<ul style="list-style-type: none"> <li>Use simple figurative and idiomatic expressions</li> </ul>	<b>Pupil Edition:</b> 196, 197
<b>Transitional</b> <ul style="list-style-type: none"> <li>Use figurative and idiomatic expressions appropriately</li> </ul>	<b>Pupil Edition:</b> 196, 197

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

**The student will apply writing conventions.**

Benchmarks, Grades 6-8	ACCESS for Newcomers
<b>Beginning</b> <ul style="list-style-type: none"> <li>Capitalize own name and some proper nouns</li> </ul>	<b>Pupil Edition:</b> 216
<ul style="list-style-type: none"> <li>Begin to write sight words and familiar words</li> </ul>	<b>Pupil Edition:</b> 22, 23
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Write sight words</li> </ul>	<b>Pupil Edition:</b> 22, 23
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Write simple sentences with inconsistent word order and subject/verb agreement</li> </ul>	<b>Pupil Edition:</b> 144, 145
<ul style="list-style-type: none"> <li>Begin to edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Pupil Edition:</b> 216, 242, 243
<b>Advanced</b> <ul style="list-style-type: none"> <li>Write complex sentences with inconsistent word order and subject/verb agreement</li> </ul>	<b>Pupil Edition:</b> 144, 145
<ul style="list-style-type: none"> <li>Edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Pupil Edition:</b> 216, 242, 243
<b>Transitional</b> <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>	<b>Pupil Edition:</b> 41, 43, 45, 47, 51, 53, 55, 57, 59, 65, 67, 69, 77, 81, 85, 91, 93, 95, 97, 101, 105, 107, 113, 115, 117, 123, 125, 127, 131, 133, 135, 137, 139, 141, 142, 143, 145, 147, 153, 155, 157, 159, 167, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 223, 225, 227, 229, 233, 235, 237, 239, 241, 245, 251, 253, 255, 257

## 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 for Newcomers
<b>Beginning</b> <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>	<b>Pupil Edition:</b> 108, 109
<b>Advanced Beginning</b> <ul style="list-style-type: none"><li>• Write phrases to describe, thank, inform, reflect, question, record information, and for self-expression</li></ul>	<b>Pupil Edition:</b> 144
<b>Intermediate</b> <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>	<b>Pupil Edition:</b> 264, 265
<b>Advanced</b> <ul style="list-style-type: none"><li>• Apply skills to narrate, inform, explain, entertain, persuade, and to question</li></ul>	<b>Pupil Edition:</b> 221, 264, 265
<b>Transitional</b> <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>	<b>Pupil Edition:</b> 221, 264, 265

### **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.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<b>Beginning</b> <ul style="list-style-type: none"><li>• Use words to complete lists, personal journal entries, songs and poems based on a model</li></ul>	<b>Pupil Edition:</b> 81, 109
<b>Advanced Beginning</b> <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>	<b>Pupil Edition:</b> 81
<b>Intermediate</b> <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>	<b>Pupil Edition:</b> 81, 108, 109, 221
<b>Advanced</b> <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>	<b>Pupil Edition:</b> 81, 108, 109, 221
<b>Transitional</b> <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>	<b>Pupil Edition:</b> 81, 108, 109, 124, 125, 221

**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.**

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<b>Intermediate</b> <ul style="list-style-type: none"><li>• Use pictures and modeled graphic organizers to generate ideas for simple stories</li></ul>	<b>Pupil Edition: 242</b>
<b>Advanced</b> <ul style="list-style-type: none"><li>• Independently use brainstorming techniques to organize and begin to plan writing</li></ul>	<b>Pupil Edition: 242, 245</b>
<b>Transitional</b> <ul style="list-style-type: none"><li>• Independently choose an appropriate pre-writing strategy</li></ul>	<b>Pupil Edition: 242</b>

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

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

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<b>Advanced Beginning</b> <ul style="list-style-type: none"><li>• Create rough drafts which include words and phrases</li></ul>	<b>Pupil Edition: 242</b>
<b>Intermediate</b> <ul style="list-style-type: none"><li>• Create rough drafts which include simple sentences</li></ul>	<b>Pupil Edition: 220, 221</b>

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

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

<b>Benchmarks, Grades 6-8</b>	<b>ACCESS for Newcomers</b>
<b>Beginning</b> <ul style="list-style-type: none"><li>• Use words and phrases to participate orally in revision of group writing</li></ul>	<b>Pupil Edition:</b> 242, 243
<b>Advanced Beginning</b> <ul style="list-style-type: none"><li>• Revise own writing for clarity</li></ul>	<b>Pupil Edition:</b> 242, 243
<b>Transitional</b> <ul style="list-style-type: none"><li>• Apply knowledge of text features and specialized vocabulary to enhance text</li></ul>	<b>Pupil Edition:</b> 166

### **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 for Newcomers</b>
<b>Intermediate</b> <ul style="list-style-type: none"><li>• Correct some errors independently</li></ul>	<b>Pupil Edition:</b> 242, 243
<b>Advanced</b> <ul style="list-style-type: none"><li>• Use reference tools to correct spelling, punctuation, and capitalization</li></ul>	<b>Pupil Edition:</b> 166, 242, 243



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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 for Newcomers
<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>Pupil Edition:</b> 13, 31, 33, 35, 39, 41, 47, 51, 53, 57, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 109, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257

**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 for Newcomers
<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>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 31, 33, 39, 40, 43, 46, 47, 48, 50, 51, 52, 54, 56, 58, 87
<b>Advanced Beginning</b> <ul style="list-style-type: none"> <li>Respond to directions, questions, and some idiomatic expressions.</li> </ul>	<b>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 31, 33, 39, 40, 43, 46, 47, 48, 50, 51, 52, 54, 56, 58, 87, 196, 197

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</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>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 39, 40, 41, 43, 47, 46, 48, 49, 50, 51, 52, 54, 56, 58, 59, 75, 83, 87, 91, 131, 103, 196, 197</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>Pupil Edition:</b> 244, 245</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>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 27, 29, 45, 53, 109, 193</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>Pupil Edition:</b> 244, 245</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Respond to multi-step directions/complex questions.</li> </ul>	<p><b>Pupil Edition:</b> 13, 15, 17, 19, 21, 23, 25, 27, 29, 45, 53, 109, 193</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>Pupil Edition:</b> 220, 221, 244, 245</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 9-12</b>	<b>ACCESS for Newcomers</b>
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use classroom norms to signal to ask a question.</li> </ul>	<p><b>Pupil Edition:</b> 22</p>
<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>Pupil Edition:</b> 38, 40, 41, 47, 57</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>Pupil Edition:</b> 205, 215, 229, 237, 239, 243</p>

Benchmarks, Grades 9-12	ACCESS for Newcomers
<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>Pupil Edition:</b> 205, 215, 229, 237, 239, 243</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.**

Benchmarks, Grades 9-12	ACCESS for Newcomers
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Use words to participate in social conversations using informal language.</li> </ul>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use, through repetition, common social greetings, simple repetitive phrases, and state basic needs using informal language.</li> </ul>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use gestures and/or words to role-play an action or event.</li> </ul>	<p><b>Pupil Edition:</b> 43, 69, 95</p>
<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>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Independently use common social greetings, simple repetitive phrases, and state basic needs using informal language.</li> </ul>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use words and/or phrases to role-play an action or event.</li> </ul>	<p><b>Pupil Edition:</b> 43, 69, 95</p>
<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>	<p><b>Pupil Edition:</b> 244, 245</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<ul style="list-style-type: none"> <li>Use word and/or phrases to inform, and entertain.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<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>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use simple sentences to tell a story, inform, explain and entertain.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<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>	<p><b>Pupil Edition:</b> 108, 109, 240, 241</p>
<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>	<p><b>Pupil Edition:</b> 38, 40, 41, 43</p>
<ul style="list-style-type: none"> <li>Use descriptive sentences to tell a story, inform, explain, entertain, and persuade.</li> </ul>	<p><b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256</p>
<ul style="list-style-type: none"> <li>Give instructions for a familiar process in an understandable manner.</li> </ul>	<p><b>Pupil Edition:</b> 108, 109, 240, 241</p>

Benchmarks, Grades 9-12	ACCESS for Newcomers
<b>Transitional</b> <ul style="list-style-type: none"> <li>Independently participate in social conversations with peers and adults.</li> </ul>	<b>Pupil Edition:</b> 38, 40, 41, 43
<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>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256
<ul style="list-style-type: none"> <li>Give instructions in a precise and understandable manner.</li> </ul>	<b>Pupil Edition:</b> 108, 109, 240, 241

## 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.**

Benchmarks, Grades 9-12	ACCESS for Newcomers
<b>Advanced Beginning</b> <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>Pupil Edition:</b> 98, 99, 108, 109
<b>Intermediate</b> <ul style="list-style-type: none"> <li>Organize a simple oral presentation in a logical order with teacher support.</li> </ul>	<b>Pupil Edition:</b> 220, 242
<b>Advanced</b> <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>	<b>Pupil Edition:</b> 220, 242
<ul style="list-style-type: none"> <li>Use examples and details to support ideas with teacher support.</li> </ul>	<b>Pupil Edition:</b> 220

Benchmarks, Grades 9-12	ACCESS for Newcomers
<b>Transitional</b> <ul style="list-style-type: none"> <li>Organize an oral presentation in a logical order, i.e., beginning, middle and end.</li> </ul>	<b>Pupil Edition:</b> 220, 242
<ul style="list-style-type: none"> <li>Use examples and descriptive details to support ideas.</li> </ul>	<b>Pupil Edition:</b> 220

### 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 for Newcomers
<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>Pupil Edition:</b> 122, 140
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>Pupil Edition:</b> 43, 69, 95
<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>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256
<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>Pupil Edition:</b> 63, 73, 79, 83, 89, 95, 97, 99, 123, 133, 144, 153, 155, 165, 173, 187, 189, 191, 194, 203, 205, 207, 229, 233, 235, 239, 241, 251, 257

Benchmarks, Grades 9-12	ACCESS for Newcomers
<p><b>Advanced</b></p> <p>2.3</p> <ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>	<b>Pupil Edition:</b> 40, 41
<p>2.4</p> <ul style="list-style-type: none"> <li>Use descriptive sentences with common grammatical forms, with some errors.</li> </ul>	<b>Pupil Edition:</b> 72
<p><b>Transitional</b></p> <p>2.3</p> <ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>	<b>Pupil Edition:</b> 40, 41
<p>2.4</p> <ul style="list-style-type: none"> <li>Speak clearly and comprehensibly using academic English with occasional errors.</li> </ul>	<b>Pupil Edition:</b> 13, 43, 44, 46, 48, 52, 56, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 151, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256

### 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 for Newcomers
<p><b>Beginning</b></p> <p>3.1</p> <ul style="list-style-type: none"> <li>Independently use common social greetings, simple repetitive phrases, and state basic needs.</li> </ul>	<b>Pupil Edition:</b> 38, 40, 41

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</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>Pupil Edition:</b> 38, 40, 41, 84
<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>Pupil Edition:</b> 127, 167, 211, 213
3.1 <ul style="list-style-type: none"> <li>• Demonstrate turn-taking in a conversation and a group discussion.</li> </ul>	<b>Pupil Edition:</b> 43, 69, 95
3.3 <ul style="list-style-type: none"> <li>• Use words and/or phrases to suggest solutions to a problem.</li> </ul>	<b>Pupil Edition:</b> 102, 122
<b>Intermediate</b>  3.1 <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>	<b>Pupil Edition:</b> 127, 167, 211, 213
3.1 <ul style="list-style-type: none"> <li>• Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<b>Pupil Edition:</b> 43, 69, 95
<b>Advanced</b>  3.1 <ul style="list-style-type: none"> <li>• Initiate and actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	<b>Pupil Edition:</b> 127, 167, 211, 213
3.1 <ul style="list-style-type: none"> <li>• Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	<b>Pupil Edition:</b> 43, 69, 95
<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>Pupil Edition:</b> 38, 40, 41, 43

## 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 9-12	ACCESS for Newcomers
<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>Pupil Edition:</b> 38, 40, 41, 43
<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>Pupil Edition:</b> 38, 40, 41, 43
<b>Advanced</b>  4.1 <ul style="list-style-type: none"><li>Identify effective traits and evaluate and improve one's own presentations and conversations.</li></ul>	<b>Pupil Edition:</b> 243
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>Pupil Edition:</b> 242, 243
<b>Transitional</b>  4.1 <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>	<b>Pupil Edition:</b> 242, 243
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>Pupil Edition:</b> 242, 243

# Reading Standards

## E A L R 1

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

### Component 1.1

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

Benchmarks, Grades 9-12	ACCESS for Newcomers
<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>Pupil Edition:</b> 14, 15, 216, 217, 242, 243</p>
<p>1.1.2</p> <ul style="list-style-type: none"> <li>• Recognize and produce English phonemes.</li> </ul>	<p><b>Pupil Edition:</b> 118, 119, 192, 193</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>Pupil Edition:</b> 118, 119, 192, 193</p>
<p>1.1.2</p> <ul style="list-style-type: none"> <li>• Produce known words that begin with phonemes student already hears and produces.</li> </ul>	<p><b>Pupil Edition:</b> 118, 119</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>Pupil Edition:</b> 244, 245</p>
<p>1.1.4</p> <ul style="list-style-type: none"> <li>• Begin to use knowledge of phonics to read unfamiliar words in isolation and in context.</li> </ul>	<p><b>Pupil Edition:</b> 192, 193</p>
<p><b>Advanced Beginning</b></p> <p>1.1.2</p> <ul style="list-style-type: none"> <li>• Identify syllables in known words.</li> </ul>	<p><b>Pupil Edition:</b> 192, 193</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
1.1.2 <ul style="list-style-type: none"> <li>Identify same sounds represented by different single letters or combinations of letters (e.g., fish, rough).</li> </ul>	<b>Pupil Edition:</b> 118
1.1.3 <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>	<b>Pupil Edition:</b> 244, 245
1.1.4 <ul style="list-style-type: none"> <li>Use knowledge of phonics to read unfamiliar words in text.</li> </ul>	<b>Pupil Edition:</b> 192, 193
<b>Intermediate</b>  1.1.2 <ul style="list-style-type: none"> <li>Apply multi-syllabic decoding when reading words in all texts.</li> </ul>	<b>Pupil Edition:</b> 192, 193
1.1.2 <ul style="list-style-type: none"> <li>Identify shared consonant and vowel sounds in known words.</li> </ul>	<b>Pupil Edition:</b> 118, 119, 192, 193
1.1.3 <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>	<b>Pupil Edition:</b> 244, 245
1.1.4 <ul style="list-style-type: none"> <li>Decode words following patterns, word families, etc.</li> </ul>	<b>Pupil Edition:</b> 192, 193
<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>Pupil Edition:</b> 244, 245
1.1.4 <ul style="list-style-type: none"> <li>Explain how to use letter patterns, word families, and multi-syllabic decoding to read words.</li> </ul>	<b>Pupil Edition:</b> 192, 193

## 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 for Newcomers
<p><b>Beginning</b></p> <p>1.2.2</p> <ul style="list-style-type: none"> <li>Given pictures and illustrations, indicate word meaning.</li> </ul>	<p><b>Pupil Edition:</b> 35, 55, 69, 101, 115, 139, 149, 155, 163, 173, 177, 209</p>
<p>1.2.2</p> <ul style="list-style-type: none"> <li>Identify or select pictures to check comprehension of text words or short phrases.</li> </ul>	<p><b>Pupil Edition:</b> 35, 55, 69, 101, 115, 139, 149, 155, 163, 173, 177, 209</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>Pupil Edition:</b> 116, 117, 244, 245</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>Pupil Edition:</b> 57, 73, 79, 85, 91, 95, 99, 101, 103</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>Pupil Edition:</b> 222, 223, 232, 233, 236, 237</p>
<p>1.4.1</p> <ul style="list-style-type: none"> <li>Recognize sight words.</li> </ul>	<p><b>Pupil Edition:</b> 17, 19, 21, 22, 23, 25, 27, 29, 35, 41, 47</p>
<p><b>Advanced Beginning</b></p> <p>1.2.2</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of roots and affixes.</li> </ul>	<p><b>Pupil Edition:</b> 133, 135, 183</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>Pupil Edition:</b> 222, 223, 232, 236, 237</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 222, 223, 232, 236, 237
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>Pupil Edition:</b> 218, 219
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>Pupil Edition:</b> 244, 245
1.4.1 <ul style="list-style-type: none"> <li>• Read introduced sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 22, 23, 25, 27, 35, 41, 47
1.4.1 <ul style="list-style-type: none"> <li>• Use simple sentences with introduced sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 22, 23, 25, 27, 35, 41, 47
<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>Pupil Edition:</b> 120, 166, 167
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>Pupil Edition:</b> 133, 135, 183
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>Pupil Edition:</b> 124, 125, 126
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>Pupil Edition:</b> 81
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>Pupil Edition:</b> 81

Benchmarks, Grades 9-12	ACCESS for Newcomers
1.4.1 <ul style="list-style-type: none"> <li>Read increased number of sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 22, 23, 25, 27, 35, 41, 47
1.4.3 <ul style="list-style-type: none"> <li>Adjust reading rate to match purpose.</li> </ul>	<b>Pupil Edition:</b> 192
<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>Pupil Edition:</b> 166, 167
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>Pupil Edition:</b> 133, 135, 166, 167, 183
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>Pupil Edition:</b> 154, 155, 156, 157
1.3.1 <ul style="list-style-type: none"> <li>Increase vocabulary in own oral and written communication.</li> </ul>	<b>Pupil Edition:</b> 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254
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>Pupil Edition:</b> 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254
1.4.1 <ul style="list-style-type: none"> <li>Use and read an increased number of sight words.</li> </ul>	<b>Pupil Edition:</b> 17, 19, 21, 23, 25, 27, 29, 35, 41, 47

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<p>1.4.3</p> <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>	<p><b>Pupil Edition:</b> 192</p>
<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>Pupil Edition:</b> 142, 166, 167, 192, 193</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>Pupil Edition:</b> 142, 144, 145, 166, 167, 192, 193</p>
<p>1.3.1</p> <ul style="list-style-type: none"> <li>Integrate new vocabulary acquired in one content area appropriately in another content area.</li> </ul>	<p><b>Pupil Edition:</b> 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254</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>Pupil Edition:</b> 192</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.**

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<b>Beginning</b> 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>Pupil Edition:</b> 244, 245
2.1.1, 2.1.6 <ul style="list-style-type: none"> <li><i>Answer literal comprehension questions about short simple text sentences (i.e., active, positive, present tense, statements with regular plurals).</i></li> </ul>	<b>Pupil Edition:</b> 122, 123
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>Pupil Edition:</b> 220, 221, 244, 245
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>Pupil Edition:</b> 120, 124, 244
<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>Pupil Edition:</b> 240, 244, 245
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>Pupil Edition:</b> 179, 189, 201, 213, 235, 245
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>Pupil Edition:</b> 240

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 240
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 irregular plurals, negatives, yes/no questions, simple past and future tenses, etc.</i> <b>W</b></li> </ul>	<b>Pupil Edition:</b> 245
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 120, 124, 244
<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>Pupil Edition:</b> 245
2.1.2 <ul style="list-style-type: none"> <li>Use simple sentences to describe images from story in literary text.</li> </ul>	<b>Pupil Edition:</b> 244, 245
2.1.3 <ul style="list-style-type: none"> <li>Identify the main idea and details in text. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245

Benchmarks, Grades 9-12	ACCESS for Newcomers
2.1.4 <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>	<b>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
2.1.5 <ul style="list-style-type: none"> <li>Infer an idea supported by text details. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 240
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>Pupil Edition:</b> 157, 220, 221, 244, 245
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>Pupil Edition:</b> 154, 155
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 120, 124, 244

Benchmarks, Grades 9-12	ACCESS for Newcomers
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>Pupil Edition:</b> 52, 53, 68, 108, 109, 154, 155
<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>Pupil Edition:</b> 245
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>Pupil Edition:</b> 240
2.1.2 <ul style="list-style-type: none"> <li>Respond to questions about mental images that occur while reading text.</li> </ul>	<b>Pupil Edition:</b> 240
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 240
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. <i>(also 2.1.3)</i><b>W</b></li> </ul>	<b>Pupil Edition:</b> 220, 244, 245

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 50, 51
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>Pupil Edition:</b> 120, 124, 244
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>Pupil Edition:</b> 52, 53, 68, 222, 223
<b>Transitional</b>  2.1.1 <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>	<b>Pupil Edition:</b> 245
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>Pupil Edition:</b> 220, 244, 245
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>Pupil Edition:</b> 220, 244, 245
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>Pupil Edition:</b> 220, 244, 245
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>Pupil Edition:</b> 240
2.1.7 <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>	<b>Pupil Edition:</b> 220, 240, 245

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 108, 109
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>Pupil Edition:</b> 120, 124, 244
2.2.2 <ul style="list-style-type: none"> <li>• Use descriptive sentences with some specialized vocabulary to explain informed choice of search engine or website used in researching a topic. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
2.2.4 <ul style="list-style-type: none"> <li>• Identify text written in simple listing, sequential order, description, compare and contrast, problem/solution, cause and effect, process/procedural, and chronological order text structures.</li> </ul>	<b>Pupil Edition:</b> 52, 53, 68, 102, 154, 222, 223

### 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 for Newcomers
<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 within and/or between simple short texts read aloud <b>W</b></li> </ul> </li> </ul>	<p><b>Pupil Edition:</b> 244, 245</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>Pupil Edition:</b> 69</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>Pupil Edition:</b> 69</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>Pupil Edition:</b> 240</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>Pupil Edition:</b> 244</p>
<p>2.3.2</p> <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>	<p><b>Pupil Edition:</b> 166, 167</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 196, 197
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>Pupil Edition:</b> 240
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>Pupil Edition:</b> 244, 245
<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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
2.3.2 <ul style="list-style-type: none"> <li>Categorize objects according to common attributes.</li> </ul>	<b>Pupil Edition:</b> 69
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>Pupil Edition:</b> 166, 167
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>Pupil Edition:</b> 166, 167
2.3.3 <ul style="list-style-type: none"> <li>Indicate understanding of extended list of common idioms (e.g., catch the bus, keep up, drop in). <b>W</b></li> </ul>	<b>Pupil Edition:</b> 196, 197
2.3.3 <ul style="list-style-type: none"> <li>Use simple sentences to explain idioms used in literary text. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 196, 197

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
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>Pupil Edition:</b> 196, 197
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>Pupil Edition:</b> 240
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>Pupil Edition:</b> 244, 245
<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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 244, 245
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>Pupil Edition:</b> 240
2.3.3 <ul style="list-style-type: none"> <li>Demonstrate understanding of literary idioms used in extended text. <b>W</b></li> </ul>	<b>Pupil Edition:</b> 196, 197
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>Pupil Edition:</b> 196, 197
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>Pupil Edition:</b> 244, 245

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<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>Pupil Edition:</b> 244, 245</p>
<p>2.3.1</p> <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>	<p><b>Pupil Edition:</b> 160, 244, 245</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>Pupil Edition:</b> 240</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>Pupil Edition:</b> 196, 197</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>Pupil Edition:</b> 244, 245</p>
<p>2.4.1, 2.4.3, 2.4.5</p> <ul style="list-style-type: none"> <li>• Use specialized vocabulary to explain: <ul style="list-style-type: none"> <li>• how to solve problems</li> <li>• make generalizations from literary and informational texts <b>W</b></li> </ul> </li> </ul>	<p><b>Pupil Edition:</b> 102, 103</p>

## 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 for Newcomers
<b>Beginning</b> 3.1.1 <ul style="list-style-type: none"><li>Follow multi-step text directions composed of pictures, numbers, and phrases to perform tasks (e.g., how to fill out a form for personal information, order from a menu, follow a simple map).</li></ul>	<b>Pupil Edition:</b> 25, 29, 45, 53, 102, 108, 109, 193
3.1.1 <ul style="list-style-type: none"><li>Use word or gesture to locate requested sources (e.g., encyclopedia, pamphlets, newspapers and magazines).</li></ul>	<b>Pupil Edition:</b> 166, 168, 170
3.2.1 <ul style="list-style-type: none"><li>Match printed word with common school item.</li></ul>	<b>Pupil Edition:</b> 44, 45, 46
3.2.1 <ul style="list-style-type: none"><li>Use word or gesture to demonstrate comprehension of environmental print (e.g., school signs and labels in classroom).</li></ul>	<b>Pupil Edition:</b> 44
3.2.2 <ul style="list-style-type: none"><li>Use word or gesture to begin to respond to functional writing (e.g., letters, forms, menus, simple phone messages, shopping lists).</li></ul>	<b>Pupil Edition:</b> 68
3.3.1 <ul style="list-style-type: none"><li>Use words or gestures to respond to read-aloud books describing careers.</li></ul>	<b>Pupil Edition:</b> 66, 67

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<p><b>Advanced Beginning</b></p> <p>3.1.1</p> <ul style="list-style-type: none"> <li>Follow multi-step directions composed of simple sentences to perform a task.</li> </ul>	<p><b>Pupil Edition:</b> 25, 29, 45, 53, 102, 108, 109, 193</p>
<p>3.2.1</p> <ul style="list-style-type: none"> <li>Match simple sentences to demonstrate comprehension of environmental print (e.g., school signs, street signs, labels in classroom).</li> </ul>	<p><b>Pupil Edition:</b> 44</p>
<p>3.2.2</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to restate information in functional documents (e.g., school bulletin, rules, notes to home).</li> </ul>	<p><b>Pupil Edition:</b> 68</p>
<p>3.3.1</p> <ul style="list-style-type: none"> <li>Use words and/or phrases to describe careers after discussions or reading texts.</li> </ul>	<p><b>Pupil Edition:</b> 66, 67</p>
<p><b>Intermediate</b></p> <p>3.1.1</p> <ul style="list-style-type: none"> <li>Follow multi-step directions composed of simple and descriptive sentences to perform a task.</li> </ul>	<p><b>Pupil Edition:</b> 25, 29, 45, 53, 102, 109, 193</p>
<p>3.2.1</p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of environmental print, multi-step text directions or informational text.</li> </ul>	<p><b>Pupil Edition:</b> 102, 108, 109</p>
<p>3.2.2</p> <ul style="list-style-type: none"> <li>Use simple sentences to explain necessary elements of functional documents (e.g., employment applications, bus schedules, brochures).</li> </ul>	<p><b>Pupil Edition:</b> 48, 49</p>
<p>3.3.1</p> <ul style="list-style-type: none"> <li>Use simple sentences to discuss hobbies and careers.</li> </ul>	<p><b>Pupil Edition:</b> 88, 89</p>
<p><b>Advanced</b></p> <p>3.1.1</p> <ul style="list-style-type: none"> <li>Follow multi-step directions to perform a task at school, home, and work.</li> </ul>	<p><b>Pupil Edition:</b> 25, 29, 45, 53, 102, 109, 193</p>

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<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>Pupil Edition:</b> 25, 29, 45, 53, 102, 109, 193
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>Pupil Edition:</b> 25, 29, 45, 53, 102, 109, 193
3.3.1 <ul style="list-style-type: none"> <li>Use specialized vocabulary to research and discuss career and educational options.</li> </ul>	<b>Pupil Edition:</b> 66, 67

### Component 3.4

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

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<b>Beginning</b> 3.4.2 <ul style="list-style-type: none"> <li>Use drawings, word, or gesture to respond to and distinguish among a variety of genres.</li> </ul>	<b>Pupil Edition:</b> 244, 245
<b>Advanced Beginning</b> 3.4.2 <ul style="list-style-type: none"> <li>Use words or phrases to respond to and distinguish among a variety of genres.</li> </ul>	<b>Pupil Edition:</b> 244, 245
<b>Intermediate</b> 3.4.1 <ul style="list-style-type: none"> <li>Use simple sentences to compare/contrast and generalize traditions of literature from various cultures.</li> </ul>	<b>Pupil Edition:</b> 116, 117
3.4.2 <ul style="list-style-type: none"> <li>Use simple sentences to respond to and distinguish among a variety of genres.</li> </ul>	<b>Pupil Edition:</b> 244, 245

Benchmarks, Grades 9-12	ACCESS for Newcomers
<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>	<b>Pupil Edition:</b> 116, 117
<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>	<b>Pupil Edition:</b> 116, 117
<p><b>Transitional</b></p> <p>3.4.1</p> <ul style="list-style-type: none"> <li>Identify and discuss the culture and/or traditions described in a piece of literature.</li> </ul>	<b>Pupil Edition:</b> 116, 117
<p>3.4.3</p> <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>Pupil Edition:</b> 116, 117

## 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 9-12	ACCESS for Newcomers
<p><b>Beginning</b></p> <p>4.1.2</p> <ul style="list-style-type: none"> <li>Set goals to learn basic English phonemes and sight words and track progress through use of word banks, charts, and logs.</li> </ul>	<b>Pupil Edition:</b> 22, 23, 192, 193
<p><b>Advanced Beginning</b></p> <p>4.1.1</p> <ul style="list-style-type: none"> <li>Use words or phrases to explain what good readers do.</li> </ul>	<b>Pupil Edition:</b> 240, 241

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</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>	<p><b>Pupil Edition:</b> 22, 23, 192, 193</p>
<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>	<p><b>Pupil Edition:</b> 240, 241</p>
<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>	<p><b>Pupil Edition:</b> 240, 241</p>
<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>	<p><b>Pupil Edition:</b> 22, 23, 192, 193</p>
<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>Pupil Edition:</b> 240, 241</p>
<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>	<p><b>Pupil Edition:</b> 244, 245</p>
<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>	<p><b>Pupil Edition:</b> 244, 245</p>

# 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 for Newcomers
<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>Pupil Edition:</b> 154, 155</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>Pupil Edition:</b> 154, 155</p>
<ul style="list-style-type: none"> <li>• Write familiar words, sight words, and unfamiliar words</li> </ul>	<p><b>Pupil Edition:</b> 22, 23</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences using a model or frame</li> </ul>	<p><b>Pupil Edition:</b> 144, 145</p>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• Choose and maintain focus on topic</li> </ul>	<p><b>Pupil Edition:</b> 220, 221, 242</p>
<ul style="list-style-type: none"> <li>• Use basic transitions</li> </ul>	<p><b>Pupil Edition:</b> 142</p>
<p><b>Advanced</b></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>Pupil Edition:</b> 220, 223</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>Pupil Edition:</b> 220, 221, 242</p>
<ul style="list-style-type: none"> <li>• Develop topic using carefully chosen details and essential information</li> </ul>	<p><b>Pupil Edition:</b> 220, 221, 242</p>

## Component 1.2

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

Benchmarks, Grades 9-12	ACCESS for Newcomers
<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>Pupil Edition:</b> 150, 151</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>Pupil Edition:</b> 151, 165, 193, 205</p>
<ul style="list-style-type: none"> <li>Begin to use simple figurative language and idiomatic language</li> </ul>	<p><b>Pupil Edition:</b> 196, 197</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>Pupil Edition:</b> 220, 221</p>
<ul style="list-style-type: none"> <li>Use simple figurative and idiomatic expressions</li> </ul>	<p><b>Pupil Edition:</b> 196, 197</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Use figurative and idiomatic expressions appropriately</li> </ul>	<p><b>Pupil Edition:</b> 196, 197</p>

## Component 1.3

**The student will apply writing conventions.**

Benchmarks, Grades 9-12	ACCESS for Newcomers
<p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>Capitalize own name and some proper nouns</li> </ul>	<p><b>Pupil Edition:</b> 216</p>
<ul style="list-style-type: none"> <li>Begin to write sight words and familiar words</li> </ul>	<p><b>Pupil Edition:</b> 22, 23</p>
<p><b>Advanced Beginning</b></p> <ul style="list-style-type: none"> <li>Write sight words</li> </ul>	<p><b>Pupil Edition:</b> 22, 23</p>

Benchmarks, Grades 9-12	ACCESS for Newcomers
<p><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>Write simple sentences with correct word order and subject/verb agreement</li> </ul>	<b>Pupil Edition:</b> 144, 145
<ul style="list-style-type: none"> <li>Begin to edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Pupil Edition:</b> 216, 242, 243
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Write complex sentences with correct word order and subject/verb agreement</li> </ul>	<b>Pupil Edition:</b> 144, 145
<ul style="list-style-type: none"> <li>Edit writing for punctuation, capitalization, and spelling</li> </ul>	<b>Pupil Edition:</b> 216, 242, 243
<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>	<b>Pupil Edition:</b> 41, 43, 45, 47, 51, 53, 55, 57, 59, 65, 67, 69, 77, 81, 85, 91, 93, 95, 97, 101, 105, 107, 113, 115, 117, 123, 125, 127, 131, 133, 135, 137, 139, 141, 142, 143, 145, 147, 153, 155, 157, 159, 167, 171, 173, 175, 177, 179, 181, 183, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 223, 225, 227, 229, 233, 235, 237, 239, 241, 245, 251, 253, 255, 257

## 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 for Newcomers
<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>	<b>Pupil Edition:</b> 108, 109
<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>	<b>Pupil Edition:</b> 144

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<ul style="list-style-type: none"> <li>• Draw a picture or write for self, teacher, or other person</li> </ul>	<b>Pupil Edition:</b> 108, 109
<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>	<b>Pupil Edition:</b> 264, 265
<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>	<b>Pupil Edition:</b> 221, 264, 265
<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>	<b>Pupil Edition:</b> 221, 264, 265

### **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.**

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<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>	<b>Pupil Edition:</b> 81, 109
<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>	<b>Pupil Edition:</b> 81
<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>	<b>Pupil Edition:</b> 81, 108, 109, 221

Benchmarks, Grades 9-12	ACCESS for Newcomers
<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>Pupil Edition:</b> 81, 108, 109, 221</p>
<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>Pupil Edition:</b> 81, 108, 109, 124, 125, 221</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 for Newcomers
<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>Pupil Edition:</b> 242</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>Pupil Edition:</b> 242, 245</p>
<p><b>Transitional</b></p> <ul style="list-style-type: none"> <li>Independently choose an appropriate pre-writing strategy</li> </ul>	<p><b>Pupil Edition:</b> 242</p>

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

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

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<b>Advanced Beginning</b> <ul style="list-style-type: none"><li>• Create rough drafts which include words and phrases</li></ul>	<b>Pupil Edition:</b> 242
<b>Intermediate</b> <ul style="list-style-type: none"><li>• Create rough drafts which include simple sentences</li></ul>	<b>Pupil Edition:</b> 220, 221

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

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

<b>Benchmarks, Grades 9-12</b>	<b>ACCESS for Newcomers</b>
<b>Beginning</b> <ul style="list-style-type: none"><li>• Use words and phrases to participate orally in revision of group writing</li></ul>	<b>Pupil Edition:</b> 242, 243
<b>Advanced Beginning</b> <ul style="list-style-type: none"><li>• Revise own writing for clarity and audience</li></ul>	<b>Pupil Edition:</b> 242, 243
<b>Advanced</b> <ul style="list-style-type: none"><li>• Use additional information sources to enhance text</li></ul>	<b>Pupil Edition:</b> 166
<b>Transitional</b> <ul style="list-style-type: none"><li>• Apply knowledge of text features and specialized vocabulary to enhance text</li></ul>	<b>Pupil Edition:</b> 166

### **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 9-12</b>	<b>ACCESS for Newcomers</b>
<b>Intermediate</b> <ul style="list-style-type: none"><li>Independently correct some errors in usage</li></ul>	<b>Pupil Edition:</b> 242, 243
<ul style="list-style-type: none"><li>Use reference tools to correct spelling, punctuation, and capitalization</li></ul>	<b>Pupil Edition:</b> 166, 242, 243
<b>Advanced</b> <ul style="list-style-type: none"><li>Use reference tools to edit own and other’s writing</li></ul>	<b>Pupil Edition:</b> 242, 243
<b>Transitional</b> <ul style="list-style-type: none"><li>Apply knowledge of editing to improve writing across content areas</li></ul>	<b>Pupil Edition:</b> 242, 243



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