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correlated to

**WIDA**

**Consortium English Language  
Proficiency Standards  
Grades 6-8**



EDUCATION GROUP



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**correlated to**

**WIDA Consortium English Language Proficiency Standards**  
**Grades 6-8**

**English Language Proficiency Standard 2**  
 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

**Domain: Listening**  
 process, understand, interpret, and evaluate spoken language in a variety of situations

**Framework for Large-Scale Assessment**

Standards for Grades 6-8	ACCESS English
<p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”)</li> </ul>	<p><b>Student Book:</b> 94, 99, 103, 154, 161, 163, 169, 171, 261, 352</p>
<p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., “long ago,” “right now,” “in the future”)</li> </ul>	<p><b>Student Book:</b> 94, 99, 103, 154, 161, 163, 169, 171, 261, 268, 273</p>
<p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback)</li> </ul>	<p><b>Student Book:</b> 94, 99, 103, 154, 161, 163, 169, 171, 261, 268, 273</p>
<p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>analyze use of literary devices related to different time frames found in short stories read orally</li> </ul>	<p><b>Student Book:</b> 94, 99, 103, 154, 161, 163, 169, 171, 261, 268, 273</p>
<p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>interpret use of literary devices related to different time frames from grade level language arts oral reading</li> </ul>	<p><b>Student Book:</b> 94, 99, 103, 154, 161, 163, 169, 171, 261, 268, 273</p>

## Framework for Classroom Instruction and Assessment

Standards for Grades 6-8	ACCESS English
<p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets)</li> </ul>	<p><b>Student Book:</b> 210</p>
<p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format)</li> </ul>	<p><b>Student Book:</b> 210, 211</p>
<p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>follow oral directions in using learning strategies (such as “Answer easy questions first on test.”)</li> </ul>	<p><b>Student Book:</b> 209</p>
<p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>practice identifying and using learning strategies associated with oral discourse</li> </ul>	<p><b>Student Book:</b> 47, 59, 91, 103, 115, 129, 135, 191, 203, 215, 239, 253, 303, 319</p>
<p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>use multiple learning strategies associated with grade level oral discourse</li> </ul>	<p><b>Student Book:</b> 47, 59, 91, 103, 115, 129, 135, 191, 203, 215, 239, 253, 303, 319</p>

### Domain: Speaking

engage in oral communication in a variety of situations for a variety of purposes and audiences

## Framework for Large-Scale Assessment

Standards for Grades 6-8	ACCESS English
<p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>answer WH- questions from pictures related to biographies or human interest stories</li> </ul>	<p><b>Student Book:</b> 16, 24, 36, 48, 60, 72, 80, 92, 104, 116, 128, 136, 148, 160, 172, 184, 192, 204, 216, 228, 240, 254, 266, 278, 290, 302, 308, 320, 332, 344</p>
<p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>describe pictures related to biographies or human interest stories</li> </ul>	<p><b>Student Book:</b> 16, 24, 36, 48, 60, 72, 80, 92, 104, 116, 128, 136, 148, 160, 172, 184, 192, 204, 216, 228, 240, 254, 266, 278, 290, 302, 308, 320, 332, 344</p>

<b>Standards for Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>relate information from graphic organizers on biographies or human interest stories</li> </ul>	<p><b>Student Book:</b> 78, 139, 141, 143, 145, 146, 170, 241, 257, 260-262, 263, 264</p>
<p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>summarize points from outlines derived from biographies or human interest stories</li> </ul>	<p><b>Student Book:</b> 139, 141, 143, 145, 146, 170, 241, 257, 260, 261, 262, 263, 264</p>
<p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>create impromptu speeches from notes derived from grade level biographies or human interest stories</li> </ul>	<p><b>Student Book:</b> 241, 264</p>

**F r a m e w o r k   f o r   C l a s s r o o m   I n s t r u c t i o n   a n d  
A s s e s s m e n t**

<b>Standards for Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>answer WH- questions regarding visually supported information on ads, cartoons, signs, or posters</li> </ul>	<p><b>Student Book:</b> 16, 24, 36, 48, 60, 72, 80, 92, 104, 116, 128, 136, 148, 160, 172, 184, 192, 204, 216, 228, 240, 254, 266, 278, 290, 302, 308, 320, 332, 344</p>
<p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>restate or paraphrase visually supported information from newspapers, magazines, or brochures</li> </ul>	<p><b>Student Book:</b> 151, 155, 220</p>
<p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>present reviews from newspapers/magazines (such as cartoons or advice columns)</li> </ul>	<p><b>Student Book:</b> 159</p>
<p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>present reviews of trade books or short stories</li> </ul>	<p><b>Student Book:</b> 90, 190, 252, 264</p>
<p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>give oral book summaries or reviews including critiques and self-assessment</li> </ul>	<p><b>Student Book:</b> 22, 78, 134, 306</p>

## D o m a i n : R e a d i n g

process, interpret, and evaluate written Language, symbols, and text with understanding and fluency

## F r a m e w o r k f o r L a r g e - S c a l e A s s e s s m e n t

Standards for Grades 6-8	ACCESS English
<p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>locate organizational features of visually supported texts (such as headings, paragraphs, or format)</li> </ul>	<p><b>Student Book:</b> 29, 84-85, 92-103, 149-159, 194-196, 312-313, 314-315, 316-317</p>
<ul style="list-style-type: none"> <li>respond to literal questions from illustrations or visually supported text</li> </ul>	<p><b>Student Book:</b> 16, 24, 36, 48, , 60, 74, 80, 92, 104, 116, 128, 136, 148, 160, 172, 184, 192, 204, 216, 228, 240, 254, 266, 278, 290, 302, 308, 320, 332, 344</p>
<ul style="list-style-type: none"> <li>identify word patterns in context</li> </ul>	<p><b>Student Book:</b> 3315</p>
<p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>differentiate among organizational features of texts (such as indices and glossaries)</li> </ul>	<p><b>Student Book:</b> 29, 194-195, 200</p>
<ul style="list-style-type: none"> <li>predict outcomes from visually supported text</li> </ul>	<p><b>Student Book:</b> 16, 136, 160, 216, 243, 266, 278, 308, 320</p>
<ul style="list-style-type: none"> <li>use knowledge of affixes or root words to determine meaning in context</li> </ul>	<p><b>Student Book:</b> 315</p>
<p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>use organizational features of texts to glean main ideas (such as bold print)</li> </ul>	<p><b>Student Book:</b> 194, 196</p>
<ul style="list-style-type: none"> <li>confirm predictions and make generalizations from visually supported, explicit text</li> </ul>	<p><b>Student Book:</b> 18, 19, 20-21, 74-77, 96, 98, 99, 100, 101, 105, 109, 110, 111, 112, 117, 130-133, 137, 140, 142, 144, 161, 163, 167, 169, 173, 186-189, 242-251, 259, 267, 273, 281, 282, 283, 284, 294, 296, 300, 304-305, 323, 327</p>
<ul style="list-style-type: none"> <li>use context clues to determine word meanings (such as for homonyms or metaphors)</li> </ul>	<p><b>Student Book:</b> 45, 57, 66, 122, 177, 209, 221, 234, 283, 295, 340,</p>
<p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>use organizational features of texts to compare/contrast ideas</li> </ul>	<p><b>Student Book:</b> 202</p>

<b>Standards for Grades 6-8</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>• make inferences from text</li> </ul>	<b>Student Book:</b> 87-89, 206, 211, 257
<ul style="list-style-type: none"> <li>• identify figures of speech (such as similes, alliteration, or personification)</li> </ul>	<b>Student Book:</b> 17, 57, 122,
<b>Level 5: Bridging</b> <ul style="list-style-type: none"> <li>• apply knowledge of organizational features of texts to summarize ideas</li> </ul>	<b>Student Book:</b> 46, 158, 197
<ul style="list-style-type: none"> <li>• draw conclusions from explicit and implicit text</li> </ul>	<b>Student Book:</b> 86-89, 206, 211, 257
<ul style="list-style-type: none"> <li>• apply knowledge of structural analysis, cognates, or context to determine word meanings</li> </ul>	<b>Student Book:</b> 306, 345-355

**F r a m e w o r k   f o r   C l a s s r o o m   I n s t r u c t i o n   a n d  
A s s e s s m e n t**

<b>Standards for Grades 6-8</b>	<b>ACCESS English</b>
<b>Level 1: Entering</b> <ul style="list-style-type: none"> <li>• identify words or phrases supported by illustrations associated with various genres</li> </ul>	<b>Student Book:</b> 128-129, 134, 136-137, 160-161, 254-255, 256
<b>Level 2: Beginning</b> <ul style="list-style-type: none"> <li>• match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse)</li> </ul>	<b>Student Book:</b> 128-129, 134, 136-137, 160-161, 254-255, 256
<b>Level 3: Developing</b> <ul style="list-style-type: none"> <li>• predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece)</li> </ul>	<b>Student Book:</b> 134, 256
<b>Level 4: Expanding</b> <ul style="list-style-type: none"> <li>• Match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads)</li> </ul>	<b>Student Book:</b> 134, 256

<b>Standards for Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>infer types of genres associated with written descriptions or summaries from grade level language arts text</li> </ul>	<p><b>Student Book:</b> 134, 256</p>

**Domain: Writing**

engage in written communication in a variety of forms for a variety of purposes and audiences

**Framework for Large-Scale Assessment**

<b>Standards for Grades 6-8</b>	<b>ACCESS English</b>
<p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>produce symbols, words, or phrases to convey basic information</li> </ul>	<p><b>Student Book:</b> 36-47, 60-73, 104-115, 160-171, 216-227, 266-277, 278-289, 320-331, 332-343</p>
<p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>produce notes, construct charts or graphic organizers to convey information</li> </ul>	<p><b>Student Book:</b> 97, 101, 102, 114, 165, 166, 168, 170, 219, 221, 226, 268-269, 271, 272, 276, 286, 326, 330</p>
<p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>construct paragraphs to convey information (such as journal entries)</li> </ul>	<p><b>Student Book:</b> 92-103, 104-115, 160-171, 266-277</p>
<p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>create original ideas by synthesizing information</li> </ul>	<p><b>Student Book:</b> 38, 40-41, 108, 164-165, 219, 220-221, 267, 270-272, 286, 238</p>
<p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>defend positions or stances using original ideas with supporting details</li> </ul>	<p><b>Student Book:</b> 320-331</p>

# Framework for Classroom Instruction and Assessment

Standards for Grades 6-8	ACCESS English
<p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>use bilingual or picture dictionaries to generate language relevant to the task</li> </ul>	<p><b>Student Book:</b> 347</p>
<ul style="list-style-type: none"> <li>use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs)</li> </ul>	<p><b>Student Book:</b> 40-41, 126, 129, 146, 201, 285, 342</p>
<p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>use computers, peers, or models to check spelling or grammar</li> </ul>	<p><b>Student Book:</b> 227, 329</p>
<ul style="list-style-type: none"> <li>use graphic organizers to plan writing (such as T-charts)</li> </ul>	<p><b>Student Book:</b> 97, 101, 102, 114, 165, 166, 168, 170, 219, 221, 226, 268-269, 271, 272, 276, 286, 326, 330</p>
<p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>engage in peer editing using checklists during process writing</li> </ul>	<p><b>Student Book:</b> 43, 44, 46, 224, 227, 274-275, 287, 335</p>
<ul style="list-style-type: none"> <li>select and use graphic organizers to present ideas for writing (such as Venn Diagrams)</li> </ul>	<p><b>Student Book:</b> 97, 101, 102, 114, 165, 166, 168, 170, 219, 221, 226, 268-269, 271, 272, 276, 286, 326, 330</p>
<p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>use thesauruses, dictionaries, or checklists for self-editing during process writing</li> </ul>	<p><b>Student Book:</b> 39, 44, 224, 274, 287, 335</p>
<ul style="list-style-type: none"> <li>use graphic organizers to reflect on writing (such as KWL charts)</li> </ul>	<p><b>Student Book:</b> 241</p>
<p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>use rubrics to self-assess process writing</li> </ul>	<p><b>Student Book:</b> 275</p>
<ul style="list-style-type: none"> <li>evaluate self or peer writing by comparing information on graphic organizers to that in pieces</li> </ul>	<p><b>Student Book:</b> 43, 44, 46, 224, 227, 274-275, 287, 329</p>



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