

Publisher: Great Source		Program Title: <i>ACCESS History</i>	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)	X	Early Advanced (EA)
X	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

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

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5			
<input checked="" type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input checked="" type="checkbox"/> B2. Answer simple questions with one- to two-words responses. <input checked="" type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. <input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	<input checked="" type="checkbox"/> EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input checked="" type="checkbox"/> EI2. Ask and answer questions using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "May I get a drink of water?"). <input checked="" type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input checked="" type="checkbox"/> I1. Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). <input checked="" type="checkbox"/> I2. Listen attentively to stories and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input checked="" type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and	<input checked="" type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input checked="" type="checkbox"/> EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. <input checked="" type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. <input checked="" type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting	<input checked="" type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input checked="" type="checkbox"/> A2. Demonstrate an understanding of idiomatic expressions (e.g., "It's pouring outside") by responding to such expressions and using them appropriately. <input checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input checked="" type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast	<input checked="" type="checkbox"/> 1.0 Listening and Speaking Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. <input type="checkbox"/> <i>Comprehension</i> 1.1 Ask questions that seek information not already discussed. 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 1.3 Make inferences or draw conclusions based on an oral report. <i>Organization and Delivery of Oral Communication</i> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. 1.5 Clarify and support spoken ideas with evidence and examples.	ELD Standards B1, EI1, I3, EA3, A6 & ELA Standard 1.0 PE, <i>ACCESS History</i> , Develop Language, pp. 28-29, 40-41, 52-53, 64-65, 76-77, 88-89, 100-101, 112-113, 124-125, 136-137, 148-149, 160-161, 172-173, 184-185, 196-197, 208-209, 220-222, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 304-305; TE, <i>ACCESS History</i> , Develop Language, pp. 28-29, 40-41, 52-53, 64-65, 76-77, 88-89, 100-101, 112-113, 124-125, 136-137, 148-149, 160-161, 172-173, 184-185, 196-197, 208-209, 220-222, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 304-305		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
		<input checked="" type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	<input type="checkbox"/> information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?"). <input checked="" type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs") to communicate ideas to a variety of audiences.	<input checked="" type="checkbox"/> and print media. <input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. <input checked="" type="checkbox"/> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. <input type="checkbox"/> 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion,	ELD Standards B1, EI1, I3, EA3, A6 & ELA Standard 1.0 TE, <i>ACCESS History, Activities</i> , pp. 19, 31, 43, 49, 55, 57, 67, 78, 79, 80, 81, 95, 97, 103, 115, 120, 122, 129, 138, 139, 142, 150, 151, 164, 165, 167, 175, 191, 199, 203, 229, 230, 235, 239, 261, 263, 277, 283 ELD Standards B2, EI2, I1 & ELA Standard 1.0 PE, <i>ACCESS History, Develop Language</i> , pp. 28-29, 40-41, 52-53, 64-65, 76-77, 88-89, 100-101, 112-113, 124-125, 136-137, 148-149, 160-161, 172-173, 184-185, 196-197, 208-209, 220-222, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 304-305; TE, <i>ACCESS History, Develop Language</i> , pp. 28-29, 40-41, 52-	

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					description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. <input type="checkbox"/> 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.	53, 64-65, 76-77, 88-89, 100-101, 112-113, 124-125, 136-137, 148-149, 160-161, 172-173, 184-185, 196-197, 208-209, 220-222, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 304-305	

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					<input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples of textual evidence from the work to support conclusions. <u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. <input checked="" type="checkbox"/> 1.0 Students write and speak with a command of standard English conventions appropriate to this grade level. <input type="checkbox"/> <i>Sentence Structure</i> 1.1 Identify and	71, 73, 75, 83, 85, 87, 95, 97, 99, 107, 109, 111, 119, 121, 123, 131, 133, 135, 147, 155, 157, 159, 167, 169, 171, 179, 181, 183, 191, 193, 195, 203, 207, 215, 219, 227, 231, 239, 241, 243, 253, 255, 265, 267, 275, 279, 287, 291, 298, 301, 303 <u>ELD Standards B2, EI2, I1 & ELA Standard 1.0 PE,</u> <i>ACCESS History</i> , Oral Language, pp. 65, 89, 101, 125, 137, 149, 245, 305 <u>ELD Standards B2, EI2, I1 & ELA Standard 1.0 TE,</u> <i>ACCESS History</i> , Differentiating Instruction, pp. 18, 56, 134, 164, 202 <u>ELD Standards B2, EI2, I1 & ELA Standard 1.0 TE,</u> <i>ACCESS History</i> , Activities, pp. 19, 31, 35, 43, 49, 55, 57, 60, 67, 78, 79, 97, 103, 115, 120,		

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					<input type="checkbox"/> correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. <i>Grammar</i> 1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns. <input type="checkbox"/> <i>Punctuation</i> 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. <input type="checkbox"/> <i>Capitalization</i> 1.4 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	122, 129, 138, 139, 142, 150, 151, 157, 163, 164, 165, 167, 175, 191, 199, 203, 223, 229, 235, 239, 277, 282, 284, 295, 296 ELD Standards B3, EI4, I2 & ELA Standard 1.0 PE, <i>ACCESS History</i> , Building Background, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294; TE, <i>ACCESS History</i> , Building Background, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294 ELD Standards B3, EI4, I2 & ELA Standard 1.0 PE, <i>ACCESS History</i> , Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation
						188, 200, 212, 224, 248, 260, 272, 284, 296; TE, <i>ACCESS History</i> , Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 248, 260, 272, 284, 296 <u>ELD Standards B3, E14, I2 & ELA Standard 1.0</u> TE, <i>ACCESS History</i> , Activities, pp. 19, 31, 43, 49, 103, 105 <u>ELD Standards B3, E14, I2 & ELA Standard 1.0</u> TE, <i>ACCESS History</i> , Differentiating Instruction, pp. 16, 18, 24, 26, 28, 32, 38, 40, 42, 44, 54, 56, 58, 60, 62, 66, 70, 72, 84, 86, 90, 96, 100, 104, 114, 116, 120, 122, 128, 132, 134, 138, 140, 146, 152, 154, 156, 157, 158, 161, 162, 163, 165, 167, 169, 175, 178, 182, 192, 194, 204, 206, 212, 216,	<u>ELD Standards B3, E14, I2 & ELA Standard 1.0</u> PE, <i>ACCESS History</i> , Talk and Share, pp. 23, 25, 27, 35, 36, 39, 47, 49, 51, 59, 61, 63, 71, 73, 75, 83, 85, 87, 95, 97, 99, 107, 109, 111, 119, 121, 123, 131, 133, 135, 147, 155, 157, 159, 167, 169, 171, 179, 181, 183, 191, 193, 195, 203, 207, 215, 219, 227, 231, 239, 241, 243, 253, 255, 265, 267, 275, 279, 287, 291, 298, 301, 303; TE, <i>ACCESS History</i> , Talk and Share, pp. 23, 25, 27, 35, 36, 39, 47, 49, 51, 59, 61, 63, 71, 73, 75, 83, 85, 87, 95, 97, 99, 107, 109, 111, 119, 121, 123, 131, 133, 135, 147, 155, 157, 159, 167, 169, 171, 179, 181, 183, 191, 193, 195, 203, 207, 215, 219, 227, 231, 239, 241, 243, 253, 255, 265, 267, 275, 279, 287, 291, 298, 301, 303

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						218, 230, 234, 236, 238, 242, 246, 250, 252, 254, 258, 266, 272, 278, 288, 290, 292, 294, 296, 298 ELD Standards I4, EA4, A3 & Standard 1.0 PE, <i>ACCESS History</i> , Building Background, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294; TE, <i>ACCESS History</i> , Building Background, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294 ELD Standards I4, EA4, A3 & Standard 1.0 PE, <i>ACCESS History</i> , Talk and Share, pp. 23, 25, 27, 35, 36, 39, 47, 49, 51, 59, 61, 63, 71, 73, 75, 83, 85, 87, 95, 97, 99, 107, 109, 111, 119, 121,	ELD Standards I4, EA4, A3 & Standard 1.0 PE, <i>ACCESS History</i> , Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 248, 260, 272, 284, 296; TE, <i>ACCESS History</i> , Key Concepts, pp. 20, 32, 44, 56, 68, 80, 92, 104, 116, 128, 140, 152, 164, 176, 188, 200, 212, 224, 248, 260, 272, 284, 296

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												<i>History, Language Notes, pp. 107, 131, 147, 171, 190, 267</i> <u>ELD Standards 15, EA2, A5 & ELA Standards W&O 1.0 PE, ACCESS History, Develop Language, pp. 64, 124, 184, 220, 256, 282; TE, ACCESS History, Develop Language, pp. 64, 124, 184, 220, 256, 282</u> <u>ELD Standards B1, EI1, I3, EA3, A5 & ELA Standard W&O 1.0 PE, ACCESS History, Develop Language, pp. 28-29, 40-41, 52-53, 64-65, 76-77, 88-89, 100-101, 112-113, 124-125, 136-137, 148-149, 160-161, 172-173, 184-185, 196-197, 208-209, 220-222, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293, 304-305; TE, ACCESS</u>	

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												<p><u>ELD Standards B1, EI1, I3, EA3, A5 & ELA Standard W&O 1.0</u> Student Activity Journal (SAJ), <i>Access History</i>, pp. 7,9, 11, 13, 15, 17, 19, 20, 21, 23, 25, 27, 29, 31, 32, 33, 35, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107</p> <p><u>ELD Standard EI6 & ELA Standard W/O 1.0</u>, PE, <i>Access History</i>, Oral Language, pp. 29, 41, 53, 65, 89, 113, 137, 161, 185, 197, 209, 221; TE, <i>Access History</i>, Oral Language, pp. 29, 41, 53, 65, 89, 113, 137, 161, 185, 197, 209, 221</p>	

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