

Publisher: Great Source Education Group				Program Title: <i>ACCESS American 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 6-8 ELD Listening and Speaking Standards						ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
<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 type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input checked="" type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing,	<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 by using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Restate in simple sentences the main idea of	<input type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input checked="" type="checkbox"/> I2. Listen attentively to stories and information 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;	<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. 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	<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 figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the	<input checked="" type="checkbox"/> Listening And Speaking <input checked="" type="checkbox"/> 1.0 Listening and Speaking Strategies 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"/> 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the	ELD Standard B2, I3, EI2, EA1, EA3, A1, A6 & ELA Standard 1.0 Pupil's Edition, <i>ACCESS History</i> , Building Background pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 197, 210, 222, 234, 246, 258, 270, 282, 294 Teacher's Edition, <i>ACCESS History</i> , Building Background pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 197, 210, 222, 234, 246, 258,	

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<input type="checkbox"/> drawing). <input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., “Good morning, Ms. _____”).	<input type="checkbox"/> oral presentations in subject-matter content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., “I need to borrow a pencil”). <input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> however, some rules may not be followed (e.g., third-person singular, male and female pronouns). <input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts	<input type="checkbox"/> modulation but may make random errors. <input 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 information. <input checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	<input type="checkbox"/> communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input checked="" type="checkbox"/> A6. Speak clearly	<input checked="" type="checkbox"/> nonverbal message (e.g., posture, gesture). <input checked="" type="checkbox"/> 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. <input type="checkbox"/> 1.3 Restate and execute multiple-step oral instructions and directions. <input type="checkbox"/> 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. <input checked="" type="checkbox"/> 1.5 Emphasize salient points to	270, 282, 294 Student Activity Journal, <i>ACCESS History</i> , pp. <u>ELD Standard I3, EA1, A1, EA5, A6 & ELA Standard 1.0</u> PE, <i>ACCESS History</i> , Look and Read pp. 22-27, 34-40, 46-52, 58-63, 70-75, 82-87, 94-99, 106-111, 118-123, 130-135, 142-147, 154-159, 166-171, 178-183, 190-195, 202-206, 214-220, 226-232, 238-243, 250-255, 262-267, 274-277, 286-289, 298-303 TE, <i>ACCESS History</i> , Look and	

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		<input checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. <input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> assist the listener in following the main ideas and concepts. <input type="checkbox"/> 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology. <input type="checkbox"/> 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. <input type="checkbox"/> 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns).	Read pp. 22-27, 34-40, 46-52, 58-63, 70-75, 82-87, 94-99, 106-111, 118-123, 130-135, 142-147, 154-159, 166-171, 178-183, 190-195, 202-206, 214-220, 226-232, 238-243, 250-255, 262-267, 274-277, 286-289, 298-303 SJ, <i>ACCESS History</i> , pp. <u>ELD Standard B1, B2, E11, E12, E16, I3, EA1, EA2, EA3, A1 & ELA Standard 1.0</u> PE, <i>ACCESS History</i> , Activities, pp. 65, 113, 137, 173, 233, 245, 269		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6			
					<input checked="" type="checkbox"/> Use of onomatopoeia) for intent and effect. 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information. <input checked="" 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, description). Student	TE, <i>ACCESS History, Activities</i> , pp. 65, 113, 137, 173, 233, 245, 269 SJ, <i>ACCESS History</i> , pp. <u>ELD Standard A2 & ELA Standard 1.0</u> PE, <i>ACCESS History, Oral Language</i> , pp. 107, 131, 147, 171, 190, 267 TE, <i>ACCESS History, Activities</i> , pp. 107, 131, 147, 171, 190, 267 SJ, <i>ACCESS History</i> , pp. <u>ELD Standard A6 & ELA</u>		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										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 six outlined in Listening and Speaking Standard 1.0, students: <input checked="" type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop	Standard 1.2 PE, <i>ACCESS History</i> , Oral Language, pp. 173, 185, 221, 257 TE, <i>ACCESS History, Activities</i> , pp. 31, 55, 175, 203 SJ, <i>ACCESS History</i> , pp. ELD Standard B2, EI2, EI6, I5, EA4, A4 & ELA Standard 1.5 PE, <i>ACCESS History</i> , Talk and Share, pp. 22, 25, 27, 35, 36, 38, 39, 47, 49, 50, 51, 59, 61, 63, 71, 73, 75, 83, 85, 87, 95, 97, 99, 107, 109, 111, 119, 121, 123, 131,		

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Beginning		Early Intermediate		Intermediate		Grade 6		Primary Citation	Supporting Citation
						<input type="checkbox"/> the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). 2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	133, 135, 144, 145, 147, 155, 157, 159, 167, 169, 170, 179, 181, 183, 191, 195, 203, 204, 207, 215, 216, 218, 227, 229, 230, 231, 239, 241, 243, 250, 253, 255, 264, 265, 267, 275, 279, 287, 291, 298, 301, 303 TE, <i>ACCESS History</i> , Talk and Share, pp. pp. 22, 25, 27, 35, 36, 38, 39, 47, 49, 50, 51, 59, 61, 63, 71, 73, 75, 83, 85, 87, 95, 97, 99, 107, 109, 111, 119, 121, 123, 131, 133, 135, 144, 145, 147, 155, 157, 159, 167, 169, 170, 179, 181, 183, 191, 195, 203, 204, 207,		

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
								<input type="checkbox"/> 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.	215, 216, 218, 227, 229, 230, 231, 239, 241, 243, 250, 253, 255, 264, 265, 267, 275, 279, 287, 291, 298, 301, 303 SJ, <i>ACCESS History</i> , pp.		
								<input checked="" type="checkbox"/> 2.4 Deliver persuasive presentations: a. Provide a clear statement of the	ELD Standard 16 & ELA Standard 1.9 PE, <i>ACCESS History</i> , pp. 81, 177, 213 TE, <i>ACCESS History</i> , pp. 81, 177, 213 SJ, <i>ACCESS History</i> , pp.	ELD Standard 13, EA1, EA2, EA3, A1 & ELA Standard 2.0	

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 6
										position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal. <input type="checkbox"/> 2.5 Deliver presentations on problems and solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate	PE, <i>ACCESS History, Activities</i> , pp. 65, 113, 137, 173, 233, 245, 269 TE, <i>ACCESS History, Differentiating Instruction</i> , pp. 24, 28, 42, 78, 82, 86, 102, 118, 126, 248, 252, 294 SJ, <i>ACCESS History</i> , pp.	
										<u>ELD Standard 12, EA1, EA2, A1 & ELA Standard 2.1</u> PE, <i>ACCESS History</i> , pp. 53, 113, 125, 185, TE, <i>ACCESS History, Activities</i> , pp. 31, 55, 175, 203, SJ, <i>ACCESS</i>		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6		Primary Citation	Supporting Citation
										<p>the definition of the problem and the proposed solutions.</p> <p>Written and Oral English Language Conventions</p> <p>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.</p> <p>☒ 1.0 Written and Oral English Language Conventions</p>	<p><i>History</i>, pp.</p> <p>ELD Standard 16, EA8 & ELA Standard 2.4 PE, <i>ACCESS History</i>, Develop Language, pp. 41, 89, 100, 137, 304 TE, <i>ACCESS History</i>, Develop Language, pp. 41, 89, 100, 137, 304 SJ, <i>ACCESS History</i>,</p> <p>ELD Standard B1, I3, EA3 & ELA Standard WO 1.0 PE, <i>ACCESS History</i>, Grammar Spotlight, pp. 29, 41, 53, 65, 77, 89, 101, 113, 125, 137,</p>		

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced
								<input checked="" type="checkbox"/> Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i>	149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305 TE, <i>ACCESS History, Grammar Spotlight</i> , pp. 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305 SJ, <i>ACCESS History</i> , pp.	
								<input type="checkbox"/> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb	<u>ELD Standard B1, I3, EA3 & ELA Standard WO 1.1</u> PE, <i>ACCESS History, Develop Language</i> pp. 28, 40, 52, 64, 76, 88,	

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										<input type="checkbox"/> tenses; ensure that verbs agree with compound subjects. <i>Punctuation</i> <input type="checkbox"/> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).	100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 200, 232, 244, 256, 268, 280, 292, 304 TE, <i>ACCESS History</i> , Develop Language pp. 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 200, 232, 244, 256, 268, 280, 292, 304 SJ, <i>ACCESS History</i> , Showing What I Know, pp. 11, 15, 19, 23, 27, 31, 35, 39, 43, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103		

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