

Publisher: Great Source Education Group				Program Title: <i>ACCESS American History</i>			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> 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)**

<b>Grades 6-8 ELD Listening and Speaking Standards</b>						<b>ELA Standards</b>	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	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 checked="" 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 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 checked="" type="checkbox"/> EI4. Restate in simple sentences the main idea of oral	<input checked="" 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 type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details.  <input 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"/> <b>Listening And Speaking</b>  <input checked="" type="checkbox"/> <b>1.0 Listening and Speaking Strategies</b> Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.  <input checked="" type="checkbox"/> <b>1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims</b>	<u><b>ELD Standard B2, EI2, I3, EA1, EA3, A6 &amp; ELA Standard 1.0</b></u> 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, 270, 282, 294	

\**English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve* (State Board Adopted December 1997).

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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"/> 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,	<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 type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	<input checked="" type="checkbox"/> 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. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions.	<input type="checkbox"/> and conclusions. <input type="checkbox"/> 1.2 Determine the speaker’s attitude toward the subject. <input checked="" type="checkbox"/> 1.3 Respond to persuasive messages with questions, challenges, or affirmations. <input checked="" type="checkbox"/> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. <input type="checkbox"/> 1.5 Arrange supporting details, reasons,	<b>ELD Standard I3, EA3, A6 &amp; ELA Standard 1.0 PE, ACCESS History, 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, ACCESS History, Look and Read pp. 22-27, 34-40, 46-52, 58-63, 70-75, 82-87, 94-99, 106-111,</b>			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7			
		<input type="checkbox"/> and key concepts of subject-matter content.  <input type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" 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	<input checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> descriptions, and examples effectively and persuasively in relation to the audience. <input type="checkbox"/> 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery	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  <b><u>ELD Standard I2, I3, EA1, EA3, A1 &amp; ELA Standard 1.0 PE, ACCESS History, Activities, pp. 65, 113, 137, 173, 233, 245, 269 TE, ACCESS History, Activities, pp. 65, 113, 137, 173, 233, 245, 269</u></b>  <b><u>ELD Standard B3, E12, EI4, EA1 I2 &amp;</u></b>		

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			use various sources.		<input type="checkbox"/> and its overall impact upon the listener. 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.  <input checked="" type="checkbox"/> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration,	<b>ELA Standard 1.1</b> PE, <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 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  <b>ELD Standard B2, EI2, I1 &amp; ELA Standard 1.3</b>	

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Beginning		Early Intermediate		Intermediate		Grade 7		Primary Citation	Supporting Citation
						<input type="checkbox"/> exposition, persuasion, 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 seven outlined in Listening and Speaking Standard 1.0, students:	PE, <i>ACCESS History, Skill Building</i> pp. 81, 93, 177, 213, 237, 297 TE, <i>ACCESS History, Skill Building</i> pp. 81, 93, 177, 213, 237, 297 SJ, <i>ACCESS History</i> , pp. 33, 39, 61, 65, 77, 81, 85, 101  <b>ELD Standard</b> <b>EI6, I5, A5</b> <b>&amp; ELA</b> <b>Standard 1.4</b> PE, <i>ACCESS History, Skill Building</i> pp. 21, 33, 45, 57, 69 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237,		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation
					<input type="checkbox"/> beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions). <input type="checkbox"/> 2.2 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most	249, 261, 273, 284, 297 TE, <i>ACCESS History</i> , Skill Building pp. 21, 33, 45, 57, 69 81, 93, 105, 117, 129, 141, 153, 165, 177, 189, 201, 213, 225, 237, 249, 261, 273, 284, 297  <b>ELD Standard 13, EA1, EA2, EA3, A1 &amp; ELA Standard 2.0</b> PE, <i>ACCESS History</i> , Activities, pp. 65, 113, 137, 173, 233, 269 TE, <i>ACCESS History</i> , Differentiating Instruction, pp. 24,	

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										<input type="checkbox"/> significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details. 2.3 Deliver research presentations; a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog,	28, 42, 78, 82, 86, 102, 118, 126, 248, 252, 294  <b>ELD Standard 16, EA6, A5 &amp; ELA Standard 2.4</b> PE, <i>ACCESS History</i> , Developing Language, pp. 100, 304 TE, <i>ACCESS History</i> , Developing Language, pp. 25, 26, 33, 64, 73, 76, 81, 84, 88, 109, 116, 148, 152, 158, 160, 166, 172, 184, 225, 287  <b>ELD Standard B1, I3,</b>		

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					<input checked="" type="checkbox"/> <p><i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately. 2.4 Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of the argument and employ well-articulated evidence.</p>	<p><b>EA3 &amp; ELA Standard WO 1.0</b> PE, <i>ACCESS History</i>, Grammar Spotlight, 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 TE, <i>ACCESS History</i>, Grammar Spotlight, 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</p> <p><b>ELD Standard B1, I3,</b> <b>EA3 &amp; ELA</b></p>	

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						<input checked="" type="checkbox"/> <p><b>Written And Oral English Language Conventions</b></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><b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a</p>	<p><b>Standard WO 1.2</b> PE, <i>ACCESS History</i>, Grammar Spotlight pp. 257 TE, <i>ACCESS History</i>, Grammar Spotlight pp. 257</p> <p><b>ELD Standard B1, I3, EA3 &amp; ELA Standard WO 1.4</b> PE, <i>ACCESS History</i>, Grammar Spotlight, 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 TE, <i>ACCESS History</i>, Grammar</p>		

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						<input type="checkbox"/> command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Place modifiers properly and use the active voice. <input checked="" type="checkbox"/> <i>Grammar</i> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at	Spotlight, 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		

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								<input type="checkbox"/> end of dependent clauses) and appropriate English usage (e.g., pronoun reference). <i>Punctuation</i> <input type="checkbox"/> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <i>Capitalization</i> <input type="checkbox"/> 1.6 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.		

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