

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		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<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 type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing). <input type="checkbox"/> IB4. Independently use common social greetings and simple repetitive phrases (e.g.,	<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 type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content. <input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need	<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; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).	<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 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 modulation but may make random errors. <input type="checkbox"/> EA4. Participate in and initiate more extended social	<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 checked="" type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that	<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. <i>Comprehension</i> <input type="checkbox"/> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener. <input checked="" type="checkbox"/> 1.2 Paraphrase a speaker's purpose and point of view and ask relevant	ELD Standard B2, E12, I3, EA5, 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, 270, 282, 294 ELD Standard B2, E12, I3, EA5, A6 & ELA Standard 1.0 PE, <i>ACCESS</i>		

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“Good morning, Ms. _____”).	<input type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. <input checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. <input checked="" type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g.,	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 checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> questions concerning the speaker’s content, deliver, and purpose. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. <input type="checkbox"/> 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an	<i>History, Look and Read</i> 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, Look and Read</i> 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 ELD Standard I3, EA1, EA3, A1 & ELA Standard 1.0		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
			<input checked="" type="checkbox"/> “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. <input checked="" type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.		<input checked="" type="checkbox"/> effective conclusion. 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. <input checked="" type="checkbox"/> 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations. <input checked="" type="checkbox"/> 1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. <i>Analysis and Evaluation of Oral and Media</i>	PE, <i>ACCESS History, Activities</i> , pp. 65, 113, 137, 173, 233, 245, 269 TE, <i>ACCESS History, Activities</i> , pp. 65, 113, 137, 173, 233, 245, 269 ELD Standard EI2, I2 & ELA Standard 1.2 PE, <i>ACCESS History</i> , pp. 280 TE, <i>ACCESS History</i> , pp. 280 ELD Standard I6, EA8, A5 & ELA Standard 1.5 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, 200-201, 232-		

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					<input checked="" type="checkbox"/> <i>Communications</i> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material). <input type="checkbox"/> 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions. <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,	233, 244-245, 256-257, 268-269, 280-281, 292-293 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, 200-201, 232-233, 244-245, 256-257, 268-269, 280-281, 292-293 SJ, <i>ACCESS History</i> , Definition Chart, pp. 6, 12, 16, 24, 32, 48, 56, 60, 68, 72, 80, 92, 100 ELD Standard EA7, A2, & ELA Standard 1.5 PE, <i>ACCESS History</i> , pp. 107, 131, 147, 171, 190,	

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					<input checked="" type="checkbox"/> 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 eight outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident,	267 TE, <i>ACCESS History</i> , pp. 107, 131, 147, 171, 190, 267 SJ, <i>ACCESS History</i> , pp. ELD Standard B1, EI2, EA1, EA3, A3 & ELA Standard 1.7 PE, <i>ACCESS History</i> , Activities pp. 28, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 201, 233, 245, 257, 269, 281, 293, 305 TE, <i>ACCESS History</i> , Activities pp. 28, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 201, 233, 245, 257, 269, 281, 293, 305	

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					<input type="checkbox"/> event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 2.2 Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the	ELD Standard 12, EA1, A1 & ELA Standard 1.8 PE, <i>ACCESS History</i> , Skill Building pp. 81, 93, 177, 213, 237, 297 TE, <i>ACCESS History</i> , Skill Building pp. 81, 93, 177, 213, 237, 297 SJ, <i>ACCESS History</i> , pp. ELD Standard 13, EA1, EA2, EA3, A1 & ELA Standard 2.0 PE, <i>ACCESS History</i> , Activities, pp. 65, 113, 137, 173, 233, 245, 269 TE, <i>ACCESS History</i> , Differentiating Instruction, pp. 24, 28, 42, 78, 82, 86, 102, 118, 126, 248, 252, 294 ELD Standard 12, EA1, A1, A5 &	

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					<input type="checkbox"/> text, other works, other authors, or personal knowledge. 2.3 Deliver research presentations: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs. <input checked="" type="checkbox"/> 2.4 Deliver persuasive presentations: a. Include a well-	ELA Standard 2.1 PE, <i>ACCESS History</i> , pp. 53, 113, 125, 185, TE, <i>ACCESS History, Activities</i> , pp. 31, 55, 175, 203, ELD Standard 16, EA5, EA8, A5 & ELA Standard 2.4 PE, <i>ACCESS History, Develop Language</i> , pp. 100, 137, 304 TE, <i>ACCESS History, Develop Language</i> , pp. 100, 137, 304 ELD Standard B1, I3, EA3, A6 & ELA Standard WO 1.0 PE, <i>ACCESS History, Grammar Spotlight</i> , pp. 29, 41, 53, 65, 77, 89, 101, 113, 125, 137,	

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					<input type="checkbox"/> defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone. <input type="checkbox"/> 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures	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 ELD Standard B1, I3, EA3 & ELA Standard WO 1.4 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,	

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					<p>expressively to enhance the meaning.</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><input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions</p>	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"/> appropriate to this grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> <input type="checkbox"/> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and</i>			

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					<input checked="" type="checkbox"/> Capitalization 1.5 Use correct punctuation and capitalization. <input type="checkbox"/> Spelling 1.6 Use correct spelling conventions.			

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