

Publisher: Great Source Education Group		Program Title: <i>ACCESS English</i>	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input checked="" type="checkbox"/>	Beginning (B)	<input checked="" type="checkbox"/>	Early Advanced (EA)
<input checked="" type="checkbox"/>	Early Intermediate (EI)	<input checked="" type="checkbox"/>	Advanced (A)
<input checked="" type="checkbox"/>	Intermediate (I)		

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 3-5 ELD Listening and Speaking Standards					ELA Standards		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	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. Answer simple questions with one- to two-words responses. <input type="checkbox"/> B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<input checked="" type="checkbox"/> E11. 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"/> E12. Ask and answer questions using phrases or simple sentences. <input checked="" type="checkbox"/> E13. Restate and execute multiple-step oral directions. <input checked="" type="checkbox"/> E14. Orally identify the main points of simple conversations and	<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 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	<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. 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,	<input checked="" 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 idiomatic expressions (e.g., “It’s pouring outside”) 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 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"/> <i>Comprehension</i> 1.1 Ask questions that seek information not already discussed. <input checked="" type="checkbox"/> 1.2 Interpret a speaker’s verbal and nonverbal messages,	ELD Standard B1, EI1, I3 & ELA Standard 1.0 PE, <i>ACCESS English</i> , Oral Language Activities, pp. 214, 288, 307, 330, 342, 354 TE, <i>ACCESS English</i> , pp. 214, 288, 307, 330, 342, 354 ELD Standard EA1 & ELA Standard 1.2 PE, <i>ACCESS English</i> , pp. 306 TE, <i>ACCESS English</i> , pp. 306 SJ, <i>ACCESS English</i> , pp.109	ELD Standard EA1 & ELA Standard 1.4 PE, <i>ACCESS English</i> , pp. 46, 70, 90, 126, 146, 170, 182, 214, 264, 288, 318, 330, 342 TE, <i>ACCESS English</i> , pp. 46, 70, 90, 126, 146, 170, 182, 214, 264, 288, 318, 330, 342

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<input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).	<input type="checkbox"/> 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 type="checkbox"/> EI6. Recite familiar rhymes, songs, and simple stories.	<input type="checkbox"/> and sounds; 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 type="checkbox"/> I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words,	<input type="checkbox"/> pitch, and 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 type="checkbox"/> EA6. Ask and	<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 checked="" type="checkbox"/> A5. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media. <input type="checkbox"/> A5. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> purposes, and perspectives. <input type="checkbox"/> 1.3 Make inferences or draw conclusions based on an oral report. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. <input type="checkbox"/> 1.5 Clarify and support spoken ideas with evidence and examples. <input checked="" type="checkbox"/> 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. <i>Analysis and Evaluation of Oral</i>	ELD Standard B1, EI1, I3 & EI3 PE, <i>ACCESS English</i> , pp. 316-317, 319 TE <i>ACCESS English</i> , pp. 316-317, 319 ELD Standard EI4, I1, I2, EA1, A1 & ELA Standard 1.6 TE, <i>ACCESS English</i> , pp. 90 ELA Standard 2.0, 2.1, 2.2, 2.3 PE, <i>ACCESS English</i> , pp. 330, 354 TE, <i>ACCESS English</i> , pp. 330, 354 SJ, <i>ACCESS English</i> , pp. 117	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5		Primary Citation	Supporting Citation
				and paraphrasing.			answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).			<input checked="" type="checkbox"/>	<i>and Media Communications</i> 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.	ELD Standard B1, EI1, I3 & ELA Standard 1.7 PE, <i>ACCESS English</i> , pp. 322-323 TE, <i>ACCESS English</i> , pp. 322-323 ELD Standard I3& ELA Standard 2.0, 2.1, 2.2, 2.3 PE, <i>ACCESS English</i> , pp. 276 TE, <i>ACCESS English</i> , pp. 276 ELD Standard A1 & ELA Standard 2.0, 2.1, 2.2, 2.3 PE, <i>ACCESS English</i> , pp. 170 TE, <i>ACCESS English</i> , pp. 170	
					<input 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 type="checkbox"/>	1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.			
									<input checked="" type="checkbox"/>	2.0 Speaking Applications (Genres and Their			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 5	Primary Citation	Supporting Citation
										Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, 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 five outlined in Listening and Speaking Standard 1.0, students:	ELD Standard EA1 & ELA Standard 2.3 PE, ACCESS English, Talk and Share, pp. 18-21, 74-77, 130-133, 186-189, 242-251, 304-306 TE, ACCESS English, pp. 18-21, 74-77, 130-133, 186-189, 242-251, 304-306 ELD Standard EA1 & ELA Standard 2.3 PE, ACCESS English, Responding to Literature, pp. 22-23, 78-79, 134-135, 190-191, 252-253, 307-308 TE, ACCESS English, pp. 22-23, 78-79,	

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grade 5
										<input checked="" 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 checked="" 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.	134-135, 190-191, 252-253, 307-308 ELA Standard 2.0, 2.1, 2.2, 2.3 PE, <i>ACCESS English</i> , pp. 330, 354 TE, <i>ACCESS English</i> , pp. 330, 354 ELA Standard 2.0, 2.1, 2.2, 2.3 PE, <i>ACCESS English</i> , pp. 330, 354 TE, <i>ACCESS English</i> , pp. 330, 354	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 5	Primary Citation	Supporting Citation	
					<input checked="" 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	Written and Oral English Language Conventions ELD Standard E12, I3, EA3, A5 & ELA Standard 1.0 PE, ACCESS English, Building Background, pp. 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 TE, ACCESS English, pp. 24, 36, 48, 60, 80, 92, 104, 116, 136, 148, 160, 172, 192, 204, 216, 228, 254, 266, 278, 290,		

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					<input type="checkbox"/> writing and for listening and speaking because these conventions are essential to both sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions 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 correctly use prepositional phrases, appositives, and independent and dependent clauses;	308, 320, 332, 344 ELD Standard EI2, I3, EA3, A5 & ELA Standard 1.0 PE, ACCESS English, Talk and Share Activities, Develop Language Activities, and Oral Language Activities, pp. 17, 21, 22, 23, 28, 30, 33, 34, 35-354 TE, ACCESS English, pp. 17, 21, 22, 23, 28, 30, 33, 34, 353-354		

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						<input type="checkbox"/> 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. <i>Punctuation</i> <input type="checkbox"/> 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. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i>	ELD Standard EA1 & ELA Standard 1.0 PE, <i>ACCESS English</i> , pp. 60-71, 116-127, 172-183, 228-239, 290-301, 344-355 TE, <i>ACCESS English</i> , pp. 60-71, 116-127, 172-183, 228-239, 290-301, 344-355 SJ, <i>ACCESS English</i> , pp. 22-25, 42-45, 62-65, 82-85, 102-105, 122-125		

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						<input type="checkbox"/>	1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	Standard EA1 & ELD Standard EA1 & ELA Standard 1.0 PE, <i>ACCESS English, Grammar Spotlights</i> , pp. 35, 47, 59, 71, 91, 103, 115, 127, 147, 159, 171, 183, 203, 215, 227, 239, 265, 277, 289, 301, 319, 331, 343, 355, TE, <i>ACCESS, English</i> , pp. 35, 47, 59, 71, 91, 103, 115, 127, 147, 159, 171, 183, 203, 215, 227, 239, 265, 277, 289, 301, 319, 331, 343, 355	

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