

Publisher: Great Source Education Group				Program Title: <i>ACCESS English</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 6			
<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"/> 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"/> 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 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 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 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 communication of others. <input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to	<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 checked="" type="checkbox"/> Comprehension 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture). <input checked="" type="checkbox"/> 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. <input checked="" type="checkbox"/> 1.3 Restate and	ELD Standard B1, EI1, I3 & ELA Standard 1.0 PE, <i>ACCESS English, Oral Language Activities</i> , pp. 214, 288, 307, 330, 342, 354 TE, <i>ACCESS English</i> , pp. 214, 288, 307, 330, 342, 354 ELD Standard I5 & 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 I5 & ELA Standard 1.4 * SUPPORTING CITATION 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	
<input checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases.	<input checked="" type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences.							
<input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	<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 presentations in subject-matter content.	<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 type="checkbox"/> I4. Participate in						
<input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning,	<input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil").		<input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with					

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Ms. _____").	<input checked="" type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> 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 of subject-matter content. <input type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input 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 type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "heavy as a ton of bricks," "soaking wet") to	<input type="checkbox"/> 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 checked="" type="checkbox"/>	execute multiple-step oral instructions and directions. <i>Organization and Delivery of Oral Communication</i> <input checked="" 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 assist the listener in following the main ideas and concepts. <input checked="" 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	ELD Standard B1, E11, I3 & ELA Standard 1.3 PE, <i>ACCESS English</i> , pp. 316-317, 319 TE, <i>ACCESS English</i> , pp. 316-317, 319 ELD Standard E14, I1, I2, I5, A1 & ELA Standard 1.5 TE, <i>ACCESS English</i> , 90 ELD Standard E14, I1, I2, I5, A1 & ELA Standard 1.5 TE, <i>ACCESS English</i> , 90 ELD Standard A5 & ELA Standard 1.6	

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							<input type="checkbox"/> communicate ideas to a variety of audiences. <input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.			<input type="checkbox"/> attention. <i>Analysis and Evaluation of Oral and Media Communications</i> 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns. Use of onomatopoeia) for intent and effect. <input checked="" type="checkbox"/> 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information. <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,	PE, <i>ACCESS English</i> , pp. 330, 354 TE, <i>ACCESS English</i> , pp. 330, 354 SJ, <i>ACCESS English</i> , pp. 117 ELD Standard B1, E11, I3 & ELA Standard 1.9 PE, <i>ACCESS English</i> , pp. 322-323 TE, <i>ACCESS English</i> , pp. 322-323 ELD Standard E116, EA3 & ELA Standard 2.1 PE, <i>ACCESS English</i> , pp. 276	

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										<p>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 six outlined in Listening and Speaking Standard 1.0, students:</p> <p><input checked="" type="checkbox"/> 2.1 Deliver narrative presentations:</p> <p>a. Establish a context, plot, and point of view.</p> <p>b. Include sensory details and concrete language to develop the plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p>	<p>TE, <i>ACCESS English</i>, pp. 276</p> <p><u>ELD Standard E116, 15 & ELA Standard 2.2</u></p> <p>PE, <i>ACCESS English</i>, pp. 170</p> <p>TE, <i>ACCESS English</i>, pp. 170</p> <p><u>ELD Standard 15 & ELA Standard 2.3</u></p> <p>PE, <i>ACCESS English, Talk and Share</i>, pp. 18-21, 74-77, 130-133, 186-189, 242-251, 304-306</p> <p>TE, <i>ACCESS English</i>, pp. 18-21, 74-77, 130-</p>	

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										<input checked="" type="checkbox"/> 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). <input checked="" 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	21, 74-77, 130-133, 186-189, 242-251, 304-306 <u>ELD Standard I5 & ELA Standard 2.3</u> PE, <i>ACCESS English, Responding to Literature</i> , pp. 22-23, 78-79, 134-135, 190-191, 252-253, 307-308 TE, <i>ACCESS English</i> , pp. 22-23, 78-79, 134-135, 190-191, 252-253, 307-308 <u>ELD Standard E16 & ELA Standard 2.4</u> PE,	

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										<input checked="" type="checkbox"/> justify the selected interpretation through sustained use of examples and textual evidence. 2.4 Deliver persuasive presentations: a. Provide a clear statement of the 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 checked="" 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.	<i>ACCESS English</i> , pp. 330, 354 TE, <i>ACCESS English</i> , pp. 330, 354 ELD Standard EI16 & ELA Standard 2.5 PE, <i>ACCESS English</i> , pp. 330, 354 TE, <i>ACCESS English</i> , pp. 330, 354 Written and Oral English Language Conventions ELD Standard B2, EI2, I3, EA3, A6 & ELA Standard 1.0 PE, <i>ACCESS English</i> , Building	

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					b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions. Written and Oral English Language Conventions 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 type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions	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, <i>ACCESS English</i> , pp. 24, 36, 48, 60, 80, 92, 104, 116, 136, 148, 160, 172, 192, 204, 216, 228, 254, 266, 278, 290, 308, 320, 332, 344 ELD Standard B2, E12, I3, EA3, A6 & ELA Standard 1.0 PE, <i>ACCESS English</i> , Talk	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6	Primary Citation	Supporting Citation
										<input type="checkbox"/> appropriate to this grade level. <i>Sentence Structure</i> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb 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	and Share Activities, Develop Language Activities, and Oral Language Activities, pp. 17, 21, 22, 23, 28, 30, 33, 34, 35-354 TE, <i>ACCESS English</i> , pp. 17, 21, 22, 23, 28, 30, 33, 34, 35-354 ELD Standard I5 & 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,	

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					<input type="checkbox"/> sentences. <i>Capitalization</i> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).	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 ELD Standard I5 & ELA Standard 1.0 PE, <i>ACCESS English</i> , Grammar Spotlights, 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,		

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						147, 159, 171, 183, 203, 215, 227, 239, 265, 277, 289, 301, 319, 331, 343, 355 <u>ELD Standard B2, E12, I3, EA3, A6 & ELA Standard 1.1</u> PE, <i>ACCESS English, Building Background,</i> 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, <i>ACCESS English,</i> pp. 24, 36, 48, 60, 80,	

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											ELD Standard I5 & ELA Standard 1.3 PE, <i>ACCESS English</i> , pp. 69, 336-341, 345, 352 TE, <i>ACCESS English</i> , pp. 69, 336-341, 345, 352 SJ, <i>ACCESS English</i> , pp. 118-121, 122-125	
											ELD Standard I5 & ELA Standard 1.4 PE, <i>ACCESS English</i> , pp. 47,	

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