

Publisher: Great Source Education Group		Program Title: Access English	
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)	x	

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 7			
<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 type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input 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 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 checked="" 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 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"/> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. <input checked="" type="checkbox"/> 1.2 Determine the speaker's attitude toward the subject. <input checked="" type="checkbox"/> 1.3 Respond to persuasive messages with questions,	Listening and Speaking ELD Standard B1, E1, I3 & ELA Standard 1.0 PE, ACCESS English, Oral Language Activities , pp. 214, 288, 307, 330, 342, 354 TE, ACCESS English , pp. 214, 288, 307, 330, 342, 354 ELD Standards EA5, A4 & ELA Standard 1.0 PE, ACCESS English , pp. 39, 47 TE, ACCESS English , pp. 39, 47	ELD Standard I5 & ELA Standard 1.6 * SUPPORTING CITATION PE, ACCESS English , pp. 46, 70, 90, 126, 146, 170, 214, 264, 288, 318, 330, 342 TE, ACCESS English , 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"/> 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"/> EA4. Participate in and initiate more extended social conversations with					
<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 type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content.							
<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").							

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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 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 type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., "heavy as a ton of bricks," "soaking	<input type="checkbox"/> 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 and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> challenges, or affirmations. <i>Organization and Delivery of Oral Communication</i> <input checked="" type="checkbox"/> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. <input checked="" type="checkbox"/> 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience. <input checked="" 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</i>	ELD Standards B2, EI12, & ELA Standard 1.2 PE, ACCESS English, pp. 73, 75, 78-79 TE, ACCESS English, pp. 73, 75, 78-79 ELD Standards B2, EI12, & ELA Standard 1.3 PE, ACCESS English, pp. 320-331 TE, ACCESS English, pp. 320-331 ELD Standards EA5, A4 & ELA Standard 1.4 PE, ACCESS English, pp. 39, 47, 332-343 TE, ACCESS English, pp. 39,		

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			<input type="checkbox"/> wet") to communicate ideas to a variety of audiences. <input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.		<input type="checkbox"/> <i>Communications</i> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener. <input type="checkbox"/> 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 type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration,	47, 332-343 ELD Standards EA5, A4 & ELA Standard 1.5 PE, <i>ACCESS English</i> , pp. 39, 47, 332-343 TE, <i>ACCESS English</i> , pp. 39, 47, 332-343 ELD Standard EI16, EA3 & ELA Standard 2.1 PE, <i>ACCESS English</i> , pp. 276 TE, <i>ACCESS English</i> , pp. 276 ELD Standard EI16, I5 & ELA Standard 2.2 PE, <i>ACCESS English</i> , pp. 46,		

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					<input checked="" 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:	151, 155, 159 TE, ACCESS English , pp. 46, 151, 155, 159 <u>ELD Standard E116, I5 & ELA Standard 2.3</u> PE, ACCESS English , pp. 216-227 TE, ACCESS English , pp. 216-227		
					<input checked="" type="checkbox"/> 2.1 Deliver narrative presentations: <ol style="list-style-type: none"> a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. 	<u>ELD Standard E116 & ELA Standard 2.4</u> PE, ACCESS English , pp. 330, 354 TE, ACCESS English , pp. 330, 354		

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					<input checked="" type="checkbox"/> c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions). <input checked="" type="checkbox"/> 2.2 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most 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. <input checked="" type="checkbox"/> 2.3 Deliver research presentations; a. Pose relevant and concise questions about the topic. b. Convey clear and	Written and Oral English Language Conventions <u>ELD Standard B2, E12, I3, EA3, A6 & ELA Standard 1.0</u> 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,		

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					<input checked="" type="checkbox"/> accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately. <input checked="" type="checkbox"/> 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.	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, 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, 35-354		

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					<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 type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i></p> <p><input type="checkbox"/> 1.1 Place modifiers properly and use the</p>	<p><i>ELD Standard 15 & ELA Standard 1.0</i> 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</p> <p>ELD Standard 15 & ELA Standard 1.0 PE, <i>ACCESS English, Grammar</i></p>		

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					<input type="checkbox"/> active voice. <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 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	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, ACCESS <i>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 ELD Standard I5 & ELA Standard 1.1 PE, ACCESS <i>English</i> , pp. 297, 175, 235		

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										correctly by applying the spellings of bases and affixes.	TE, <i>ACCESS English</i> , pp. 297, 175, 235 <u>ELD Standard I5 & ELA Standard 1.2</u> PE, <i>ACCESS English</i> , pp. 234-235, 344-355 TE, <i>ACCESS English</i> , pp. 234-235, 344-355 SJ, <i>ACCESS English</i> , pp. 62-65, 122-125 <u>ELD Standard I5 & ELA Standard 1.3</u> PE, <i>ACCESS English</i> , pp. 344-355 TE, <i>ACCESS English</i> , pp.	

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						344-355 SJ, <i>ACCESS English</i> , pp. 122-125 <u>ELD Standard I5 & ELA Standard 1.4</u> PE, <i>ACCESS English</i> , pp. 65, 68, 69, 190, 281, 289, 345-349 TE, <i>ACCESS English</i> , pp. 65, 68, 69, 190, 281, 289, 345-349 SJ, <i>ACCESS English</i> , pp. 122-125 <u>ELD Standard I5 & ELA Standard 1.5</u> PE, <i>ACCESS English</i> , pp. 69		

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							TE, <i>ACCESS English</i> , pp. 69 ELD Standard I5 & ELA Standard 1.6 PE, <i>ACCESS English</i> , pp. 47, 61, 65, 118-119, 334-335 TE, <i>ACCESS English</i> , pp. 47, 61, 65, 118-119, 334-335 SJ, <i>ACCESS English</i> , pp. 22-25, 118-121	

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