

Publisher: Great Source Education Group		Program Title: <i>ACCESS English</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)**

Grades 6- 8 ELD Listening and Speaking Standards					ELA Standards	Primary Citation	Supporting Citation
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<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 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 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 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"/> <b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b>  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	<b>ELD Standards BI, EI1, I2, I3 &amp; ELA Standard 1.0</b> Pupil's Edition (PE), <i>ACCESS English</i> , Oral Language Activities, pp. 214, 307, 330, 342-3, 354 Teacher's Edition (TE), <i>ACCESS English</i> , Oral Language Activities, pp. 214, 307, 330, 342-3, 354  <b>ELD Standard 14, 15 &amp; ELA Standard 1.2</b> PE, <i>ACCESS English</i> , pp. 307 TE, <i>ACCESS English</i> , pp. 307 SJ, <i>ACCESS English</i> , pp. 109  <b>ELD Standard 13,</b>	<b>ELD Standard 15 &amp; ELA Standard 1.4</b> PE <i>ACCESS English</i> , pp. 46, 70, 90, 126, 146, 170, 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 type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases.	<input 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"/> EA4. Participate in and initiate more extended social				
<input type="checkbox"/> IB4. Independently use common social greetings and simple repetitive phrases (e.g.,	<input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need						

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“Good morning, Ms. _____”).	<input type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input checked="" 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, 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.,	vary according to 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 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.  <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	<b>EL1, &amp; ELA Standard 1.5</b> <i>PE, ACCESS English</i> , pp. 110-112, 228-236, 293, 294-296, 317, 319, 322-324, 331, 341, 348-355  <b>TE, ACCESS English</b> , pp. 110-112, 228-236, 293, 294-296, 317, 319, 322-324, 331, 341, 348-355  <b>ELD Standard E14, I1, I2 &amp; ELA Standard 1. 5</b> <i>TE, ACCESS English</i> , Teach Key Concepts, pp. 26, 62, 82, 94-348  <b>ELD Standard I1, I5, EA1 &amp; ELA Standard 1.9</b> <i>PE, ACCESS English</i> , pp. 152-159, 310-311, 314-315, 322-323		

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			<input checked="" type="checkbox"/> “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 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 type="checkbox"/> 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.  <input 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>	TE, <i>ACCESS English</i> , pp. pp. 152-159, 310-311, 314-315, 322-323  <b><u>ELD Standard EA2, EA3, &amp; ELA Standard 2.1</u></b> PE, <i>ACCESS English</i> , pp. 17, 21-23, 133, 142-143 TE, <i>ACCESS English</i> , pp. 17, 21-23, 133, 142-143  <b><u>ELD Standard I2, EA1, EA3, EA6, A1 &amp; ELA Standard 2.2</u></b> PE, <i>ACCESS English</i> , Talk and Share, pp. 21, 28, 30, 41, 54, 56, 75, 77,85, 89, 99, 101, 131, 133, 141, 143, 145, 187, 189, 243, 245, 247, 249, 251, 258, 305, 325, Oral Language Activities, pp. 57, 103, 127, 135, 147,		

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					<input type="checkbox"/> <i>Communications</i> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).  <input checked="" 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 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, exposition,	191, 203, 253, 265, 289, 307, Partner Practice, pp. 79, 91, 265, 289, 307 TE, <i>ACCESS English</i> , Talk and Share, pp. 21, 28, 30, 41, 54, 56, 75, 77,85, 89, 99, 101, 131, 133, 141, 143, 145, 187, 189, 243, 245, 247, 249, 251, 258, 305, 325, Oral Language Activities, pp. 57, 103, 127, 135, 147, 191, 203, 253, 265, 289, 307, Partner Practice, pp. 79, 91, 265, 289, 307  <b>ELD Standard E14, I3, EA3 &amp; ELA Standard 2.3</b> PE, <i>ACCESS English</i> , pp. 220-227, Hands On pp. 159 TE, <i>ACCESS English</i> , pp. 220-227, Hands On pp.	

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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: <ul style="list-style-type: none"> <li>2.1 Deliver narrative presentations (e.g., biographical, autobiographical):             <ul style="list-style-type: none"> <li>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>b. Reveal the significance of, and the subject's attitude about, the incident,</li> </ul> </li> </ul>	159  <b>ELD Standard 15, 16, EA5, EA6, &amp; ELA Standard 2.4</b> PE, <i>ACCESS English</i> , pp. 330-331 TE, <i>ACCESS English</i> , pp. 330-331  <b>ELD Standard 11, 12, EA3, A3 &amp; ELA Standard W/O 1.0</b> PE, <i>ACCESS English</i> , pp. 17, 19, 21-24, 26-27, 30-39, 41-60, 62-71, 73, 75, 77-79, 82-91, 93-148, 151-355 TE, <i>ACCESS English</i> , pp. 17, 19, 21-24, 26-27, 30-39, 41-60, 62-71, 73, 75, 77-79, 82-91, 93-148, 151-355  <b>ELD Standard</b>	

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					<input checked="" 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	<b>EA3 &amp; ELA Standard 1.3</b> PE, <i>ACCESS English</i> , pp. 63, 65, 69, 71, 103, 247, 178-179, 227, 266-29, 301, 352 TE, <i>ACCESS English</i> , pp. 63, 65, 69, 71, 103, 247, 178-179, 227, 266-29, 301, 352  <b>ELD Standard I5 &amp; ELA Standard 1.4</b> PE, <i>ACCESS English</i> , pp. 39, 44, 224, 227, 274, 287 TE, <i>ACCESS English</i> , pp. 39, 44, 224, 227, 274, 287  <b>ELD Standard I5 &amp; ELA Standard 1.5</b> PE, <i>ACCESS English</i> , pp. 28, 47, 61, 65, 68, 118-119, 124, 190, 281, 334-335, 353		

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					<input checked="" 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-	TE, <i>ACCESS English</i> , pp. 28, 47, 61, 65, 68, 118-119, 124, 190, 281, 334-335, 353  <b>ELD Standard I5 &amp; ELA Standard 1.6</b> PE, <i>ACCESS English</i> , pp. 28, 34, 39, 44, 59, 66, 118, 183, 221, 224, 274, 287, 301, 335 TE, <i>ACCESS English</i> , pp. 28, 34, 39, 44, 59, 66, 118, 183, 221, 224, 274, 287, 301, 335	

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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			

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					expressively to enhance the meaning.  <b>Written And Oral English Language Conventions</b>  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 checked="" type="checkbox"/> <b>1.0 Written and Oral English Language Conventions</b>  Students write and speak with a command of standard English conventions			

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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 checked="" type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> <input checked="" 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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