

Publisher: Great Source Education Group			Program Title: <i>ACCESS Math</i>		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
<input 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 (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 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 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 checked="" type="checkbox"/> A4. Consistently use appropriate ways of speaking	<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. <i>Comprehension</i> <input type="checkbox"/> 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture). <input 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 I3, EA5, A6 & ELA Standard 1.0 Pupil's Edition (PE), <i>ACCESS Math, Math</i> , Building Background pp. 16, 21, 26, 31, 38, 41, 48, 53, 60, 65, 70, 75, 82, 80, 92, 97, 104, 109, 114, 119, 124, 129, 136, 141, 146, 151, 158, 163, 168, 173, 180, 185, 190, 195, 200, 205, 212, 217, 222, 227, 234, 239, 244, 249, 256, 261, 266, 271, 278, 283 Teacher's Edition (TE), <i>ACCESS Math</i> , Building Background pp. 16, 21, 26, 31, 38, 41, 48, 53, 60, 65, 70, 75, 82, 80, 92, 97, 104, 109, 114, 119, 124, 129, 136, 141, 146, 151, 158, 163, 168, 173, 180, 185, 190, 195, 200, 205, 212, 217,		
<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"/> 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 conversations with					
<input checked="" type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).	<input checked="" 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 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							

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Ms. ____").	<input checked="" type="checkbox"/> pencil"). 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 checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" type="checkbox"/> peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input checked="" type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input checked="" 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"/> and writing that 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 checked="" type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input type="checkbox"/> execute multiple-step oral instructions and directions. <i>Organization and Delivery of Oral Communication</i> <input 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		222, 227, 234, 239, 244, 249, 256, 261, 266, 271, 278, 283 ELD Standard I3, EA5, A6 & ELA Standard 1.0 PE, <i>ACCESS, Math</i> , Look and Read pp. 17-18, 22-23, 27-28, 32-33, 39-40, 42-45, 49-50, 54-55, 61-62, 66-67, 71-72, 76-77, 83-84, 88-89, 93-94, 98-99, 105-106, 110-111, 115-116, 120-121, 125-126, 130-131, 137-138, 142-143, 147-148, 152-153, 159-160, 164-165, 169-170, 174-175, 181-182, 186-187, 191-192, 196-197, 201-202, 206-207, 213-214, 218-219, 223-224, 228-229, 235-236, 240-241, 245-246, 250-251, 257-258, 262-263, 267-268, 272-273, 279-280, 284-285 TE, <i>ACCESS Math</i> , Look and Read pp.	

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			<input checked="" type="checkbox"/> communicate ideas to a variety of audiences. <input checked="" 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,	17-18, 22-23, 27-28, 32-33, 39-40, 42-45, 49-50, 54-55, 61-62, 66-67, 71-72, 76-77, 83-84, 88-89, 93-94, 98-99, 105-106, 110-111, 115-116, 120-121, 125-126, 130-131, 137-138, 142-143, 147-148, 152-153, 159-160, 164-165, 169-170, 174-175, 181-182, 186-187, 191-192, 196-197, 201-202, 206-207, 213-214, 218-219, 223-224, 228-229, 235-236, 240-241, 245-246, 250-251, 257-258, 262-263, 267-268, 272-273, 279-280, 284-285 <u>ELD Standard B3, EI3, I2, I1, EA1, A1 & ELA Standard 1.3</u> Pupil's Edition, <i>ACCESS Math</i> , Look and Read, pp. 17-18, 22-23, 27-28, 32-33, 39-285; Develop Language, pp. 35,		

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					<input 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 six outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> 2.1 Deliver narrative presentations: <ul style="list-style-type: none"> a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). 	52, 57, 91, 113, 189, 209, 275 Teacher's Edition, <i>ACCESS Math</i> , Look and Read, pp. 17-18, 22-23, 27-28, 32-33, 39-285; Develop Language, pp. 35, 52, 57, 91, 113, 189, 209, 275; Problem-Solving, pp. 36-37, 58-59, 80-81, 102-103, 134-135, 156-157, 178-179, 210-211, 232-233, 254-255, 276-277, 288-289 Student Activity Journal, <i>ACCESS Math</i> , Develop Language, pp. 5, 11, 15, 19, 21, 31, 45, 53, 55, 61, 123, 126-126 <u>ELD Standard B1, E1, E4, 14, 15, EA3, EA4, A3 & ELA Standard 1.5</u> PE, <i>ACCESS Math</i> , Develop Language, pp. 35, 57, 74, 101, 150, 155, 199, 209,		

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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).	226, 248, 265, 275 TE, <i>ACCESS Math</i> , Develop Language, pp. 35, 57, 74, 101, 150, 155, 199, 209, 226, 248, 265, 275 <u>ELD Standard A4 & ELA Standard 1.5</u> PE, <i>ACCESS Math</i> , pp. 62, 153, 159, 218, 235, 280 TE, <i>ACCESS Math</i> , pp. 62, 153, 159, 218, 235, 280		
					<input 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	<u>ELD Standard EI6, I6, EA6, A4 & ELA Standard 1.6</u> PE, <i>ACCESS Math</i> , pp. 101, 150, 226, 248 TE, <i>ACCESS Math</i> , pp. 101, 150, 226, 248 <u>ELD Standard EA6, EA8 & ELA Standard 1.9</u> PE, <i>ACCESS Math</i> , Lesson 29-30 pp. 168-177		

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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.	TE, <i>ACCESS Math</i> , Lesson 29-30 pp. 168-177 <u>ELD Standard I6, EA8 & ELA Standard 2.2</u> PE, <i>ACCESS Math</i> , Partner Practice pp. 20, 30, 79, 91, 150, 162, 172, 177 TE, <i>ACCESS Math</i> , Activity pp. 25, 52, 64, 69, 153, 167, 177, 179, 226, 233 <u>ELD Standard EI6, I6, EA8, A4 & ELA Standard 2.4</u> PE, <i>ACCESS Math</i> , Oral Language pp. 101, 150, 226, 248 TE, <i>ACCESS Math</i> , Activity pp. 25, 52, Oral Language pp. 101, 150, 226, 248		
					<input 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.	<u>ELD Standard B1, I3, EA3 & ELA Standard Written/ Oral English Language Conventions 1.0</u>		

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					<p>b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.</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>	PE, <i>ACCESS Math</i> , pp. 37, 59, 81, 103, 135, 157, 179, 211, 233, 255, 277, 289 TE, <i>ACCESS Math</i> , pp. 37, 59, 81, 103, 135, 157, 179, 211, 233, 255, 277, 289		

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					<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			

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										sentences. <i>Capitalization</i> <input type="checkbox"/> 1.4 Use correct capitalization. <i>Spelling</i> <input type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).		

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