

Publisher: Great Source Education Group		Program Title: <i>ACCESS Math</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		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	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. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing). <input type="checkbox"/> B4. Independently use common social greetings and simple repetitive phrases (e.g.,	<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"/> EI2. Ask and answer questions by using phrases or simple sentences. <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 type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need	<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 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"/> 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"/> EA4. Participate in and initiate more extended social	<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 checked="" 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	<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. <i>Comprehension</i> <input type="checkbox"/> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. <input type="checkbox"/> 1.2 Determine the speaker's attitude toward the subject. <input checked="" type="checkbox"/> 1.3 Respond to persuasive messages with	ELD Standard I3, EA5, A6 & ELA Standard 1.0 Pupil's Edition (PE), <i>ACCESS Math, Math, Building Background</i> 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, Building Background</i> 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,	

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“Good morning, Ms. _____”).	<input checked="" 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 checked="" type="checkbox"/> I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" type="checkbox"/> EA4. Participate in conversations with 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.,	<input type="checkbox"/> A4. Participate in conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <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"/> 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 type="checkbox"/> 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. <i>Analysis and</i>	185, 190, 195, 200, 205, 212, 217, 222, 227, 234, 239, 244, 249, 256, 261, 266, 271, 278, 283 <u>ELD Standard I3, EA5, A6 & ELA Standard 1.0</u> 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,	

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							<input type="checkbox"/> “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. <input checked="" type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.			<input type="checkbox"/> <i>Evaluation of Oral and Media 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 checked="" 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	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. 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		

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					<p>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.</p> <p>Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:</p> <p><input type="checkbox"/> 2.1 Deliver narrative presentations:</p> <p>a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</p>	<p>ELD Standard EA6, EA8 & ELA Standard 1.3 Pupil's Edition, <i>ACCESS Math</i>, Lesson 29-30 pp. 168-177 Teacher's Edition, <i>ACCESS Math</i>, Lesson 29-30 pp. 168-177 Student Activity Journal, <i>ACCESS Math</i>, pp.</p> <p>ELD Standard B1, E11, E14, 14, 15, EA3, EA4, A3 & ELA Standard 1.5 PE, <i>ACCESS Math</i>, Develop Language, pp. 35, 57, 74, 101, 150, 155, 199, 209, 226, 248, 265, 275 TE, <i>ACCESS Math</i>, Develop Language, pp. 35, 57, 74, 101, 150,</p>	

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					<input checked="" type="checkbox"/> b. Describe complex major and minor characters and a definite setting. 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 type="checkbox"/> 2.3 Deliver research	155, 199, 209, 226, 248, 265, 275 ELD Standard A4 & ELA Standard 1.5 PE, <i>ACCESS Math</i> , pp. 62, 153, 159, 218, 235, 280 TE, <i>ACCESS Math</i> , pp. 62, 153, 159, 218, 235, 280 ELD Standard EA6, EA8 & ELA Standard 1.8 PE, <i>ACCESS Math</i> , Lesson 29-30 pp. 168-177 TE, <i>ACCESS Math</i> , Lesson 29-30 pp. 168-177 SJ, <i>ACCESS Math</i> , pp. ELD Standard I6, EA8 & ELA Standard 2.2 PE, <i>ACCESS Math</i> , Partner	

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					<p>presentations;</p> <p>a. Pose relevant and concise questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>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).</p> <p>d. Cite reference sources appropriately.</p> <p><input checked="" type="checkbox"/> 2.4 Deliver persuasive presentations:</p> <p>a. State a clear position or perspective in support of an argument or</p>	<p>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 SJ, <i>ACCESS Math</i>, pp.</p> <p><u>ELD Standard EI6, I6, EA8 & ELA Standard 2.4</u> PE, <i>ACCESS Math</i>, pp. 101, 150, 226, 248 TE, <i>ACCESS Math</i>, pp. 101, 150, 226, 248 SJ, <i>ACCESS Math</i>, pp.</p> <p><u>ELD Standard I3, EA5, A6 & ELA Standard WO 1.0</u> Pupil's Edition (PE), <i>ACCESS Math</i>, <i>Math</i>,</p>	

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										<p>proposal. b. Describe the points in support of the argument and employ well-articulated evidence.</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 Students write and speak with a command of</p>	<p>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, 222, 227, 234, 239, 244, 249, 256, 261, 266, 271, 278, 283</p>	

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					<input type="checkbox"/> standard English conventions appropriate to the grade level. <i>Sentence Structure</i> 1.1 Place modifiers properly and use the active voice. <i>Grammar</i> <input type="checkbox"/> 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,	ELD Standard I3, EA5, A6 & ELA Standard WO 1.0 <i>PE, ACCESS, Math, Look and Read</i> 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 <i>TE, ACCESS</i>	

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					<input type="checkbox"/> 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 correctly by applying the spellings of bases and affixes.	<i>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 ELD Standard B1, I3, EA3 & ELA Standard WO 1.0 PE, <i>ACCESS Math</i> , pp. 37, 59,	

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											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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