

Publisher: Great Source Education Group				Program Title: <i>ACCESS Math</i>			
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X	Beginning (B)	X	Early Advanced (EA)				
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X	Intermediate (I)						

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802 & SB1113 – Budget Act 2004-2005)**

<b>Grades 6- 8 ELD Listening and Speaking Standards</b>						<b>ELA Standards</b>							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8		Primary Citation	Supporting Citation
<input 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"/>	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 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"/>	A1. Listen attentively to stories and information on topics; identify the main points and supporting details.	<input checked="" type="checkbox"/>	<b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies</b>	<b>ELD Standard 13, EA5, A6 &amp; ELA Standard 1.0</b> 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, 185, 190, 195, 200, 205, 212, 217, 222, 227, 234, 239, 244,	
<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"/>	I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	<input type="checkbox"/>	EA2. Retell stories in greater detail by including the characters, setting, and plot.	<input checked="" type="checkbox"/>	A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	<input type="checkbox"/>	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 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"/>	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 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"/>	A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<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 type="checkbox"/>	IB4. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input checked="" type="checkbox"/>	EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content.	<input type="checkbox"/>	I4. Participate in social conversations with	<input type="checkbox"/>	EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics	<input checked="" type="checkbox"/>	A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and	<input checked="" type="checkbox"/>	1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content,		
		<input type="checkbox"/>	EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil").										
		<input type="checkbox"/>	EI6. Prepare and										

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<u>B</u> eginning		<u>E</u> arly <u>I</u> ntermediate		<u>I</u> ntermediate		<u>E</u> arly <u>A</u> dvanced		<u>A</u> dvanced		<b>Grade 8</b>	Primary Citation	Supporting Citation	
			deliver short oral presentations.		peers and adults on familiar topics by asking and answering questions and soliciting information.		by asking and answering questions and restating and soliciting information.		subject matter.		deliver, and purpose. <i>Organization and Delivery of Oral Communication</i>	249, 256, 261, 266, 271, 278, 283 <b>ELD Standard I3, EA5, A6 &amp; ELA Standard 1.0</b>	
				<input 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"/>	EA5. Recognize appropriate ways of speaking 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 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.	PE, ACCESS, <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	
				<input checked="" type="checkbox"/>	I6. Prepare and deliver short presentations on ideas, premises, or images obtained from various common sources.	<input checked="" type="checkbox"/>	EA6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	<input checked="" type="checkbox"/>	A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" 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 effective conclusion.	TE, ACCESS <i>Math</i> , Look and Read pp. 17-18,	
						<input checked="" type="checkbox"/>	EA7. Use simple figurative language and idiomatic expressions (e.g., "heavy as a ton of bricks," "soaking wet") to communicate ideas to a variety of audiences.			<input type="checkbox"/>	1.5 Use precise language, action verbs, sensory details, appropriate and colorful		

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						<input checked="" type="checkbox"/>	EA8. Prepare and deliver presentations that use various sources.			<input checked="" type="checkbox"/> 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 Communications</i> <input type="checkbox"/> 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	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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						Early Advanced		Advanced	
							<input type="checkbox"/> ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  Students deliver well-organized formal presentations 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.	155, 199, 265 SJ, <i>ACCESS Math</i> , pp.  <b>ELD Standard EA3, I3 &amp; ELA Standard 1.6</b> PE, <i>ACCESS Math</i> , Grammar Spotlight, pp. 37, 59, 81, 103, 135, 157, 179, 255, 277, 211, 233, 289 TE, <i>ACCESS Math</i> , Grammar Spotlight, pp. 37, 59, 81, 103, 135, 157, 179, 255, 277, 211, 233, 289 SJ, <i>ACCESS Math</i> , pp.  <b>ELD Standard EA6, EA8 &amp; ELA Standard 1.9</b> PE, <i>ACCESS Math</i> , Lesson 29-30 pp. 168-177 TE, <i>ACCESS Math</i> , Lesson 29-30 pp. 168-177	

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										<input type="checkbox"/> Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <input type="checkbox"/> 2.2 Deliver oral responses to literature:	SJ, <i>ACCESS Math</i> , pp.  <u><b>ELD Standard 16, EA8 &amp; ELA Standard 2.3</b></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><b>ELD Standard 16, EA6 &amp; ELA Standard 2.4</b></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.  <u><b>ELD Standard 13, EA5, A6 &amp; ELA Standard WO 1.0</b></u>		

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										<input checked="" type="checkbox"/> 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 text, other works, other authors, or personal knowledge. <input checked="" type="checkbox"/> 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	Pupil's Edition, <i>ACCESS Math, Math, Key Concepts</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 and Glossary, pp. 301-312 Teacher's Edition, <i>ACCESS Math, Key Concepts</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 and Glossary, pp. T32-	

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										<input checked="" type="checkbox"/> primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs. 2.4 Deliver persuasive presentations: a. Include a well-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.	T35 Student Activity Journal, <i>ACCESS Math</i> , pp. 12, 22, 32, 42, 56, 66, 76, 90, 100, 110, 120, 126  <b><u>ELD Standard I3, EA5, A6 &amp; ELA Standard WO 1.0</u></b> 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"/> d. Maintain a reasonable tone. 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures 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 type="checkbox"/> <b>1.0 Written and Oral English Language</b>	245-246, 250-251, 257-258, 262-263, 267-268, 272-273, 279-280, 284-285 and Glossary, pp. 301-312 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 and Glossary, pp. T32-T35			

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										<p><b>Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p><input type="checkbox"/> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p><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.</p> <p><input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p><i>Grammar</i></p> <p><input type="checkbox"/> 1.4 Edit written</p>	<p>SJ, <i>ACCESS Math</i>, pp.</p> <p><b><u>ELD Standard A4 &amp; ELA Standard WO 1.6</u></b></p> <p>PE, <i>ACCESS Math</i>, pp. 62, 153, 159, 218, 235, 280</p> <p>TE, <i>ACCESS Math</i>, pp. 62, 153, 159, 218, 235, 280</p> <p>SJ, <i>ACCESS Math</i>, pp.</p>	

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										<input type="checkbox"/> manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> 1.5 Use correct punctuation and capitalization. <i>Spelling</i> <input type="checkbox"/> 1.6 Use correct spelling conventions.			

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