

Publisher: GREAT SOURCE EDUCATION GROUP		Program Title: ACCESS SCIENCE	
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 6			
<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 checked="" type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input checked="" 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., "Good morning,	<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"/> EI2. Ask and answer questions by using phrases or simple sentences. <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"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil").	<input checked="" 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 checked="" type="checkbox"/> I4. Participate in	<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 conversations with	<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 type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to	<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. <input type="checkbox"/> <i>Comprehension</i> 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 Standards B3, EI6, I6, EA8 & ELA Standard 1.0 <i>PE, ACCESS Science, Oral Language</i> , pp. 27, 39, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303, <i>TE, ACCESS Science, Oral Language</i> , pp. 27, 39, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303 ELD Standard EI4, I3, EA3 & ELA Standard 1.0 <i>TE, ACCESS Science, Key Concepts</i> , pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270,		

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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 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 type="checkbox"/> peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input 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"/> 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	282, 294 ELD Standards B3, EI6, I6, EA8 & ELA Standard 1.0 <i>TE, ACCESS Science, Activity,</i> <i>pp. 26, 27, 57, 63, 71, 96-303</i> ELD Standards EI6, I6, EA8 & ELA Standard 1.0 <i>PE, ACCESS Science, Hands On,</i> <i>pp. 75</i> <i>TE, ACCESS Science, Hands On,</i> <i>pp. 75</i> ELD Standard B3, EI3 & ELA Standard 1.3 <i>TE, ACCESS Science, Develop Language,</i> <i>26, 38, 50, 62, 74, 86, 98, 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 230, 242, 254, 266, 278, 290, 302</i>		

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										attention. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns. Use of onomatopoeia) for intent and effect. <input type="checkbox"/> 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information. <input checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition,	ELD Standard B3, E13 & ELA Standard 1.3 TE, <i>ACCESS Science, Activity</i> , pp. 17, 22, 23, 28, 38-303 ELD Standard B3, E13 & ELA Standard 1.5 TE, <i>ACCESS Science</i> , Key Concepts, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294 ELD Standard B2, E12, I3, I4 & ELA Standard 1.5 PE, <i>ACCESS Science</i> , Building Background, pp. 16, 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208,	

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							<p>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 six 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, plot, and point of view.</p> <p>b. Include sensory details and concrete language to develop the plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p>	<p>220, 232, 244, 256, 268, 280, 292 TE, <i>ACCESS Science</i>, Building Background, pp. 16, 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244, 256, 268, 280, 292</p> <p>ELD Standards B2, EI2, I1, & ELA Standard 1.5 TE, <i>ACCESS Science</i>, Differentiating Instruction, pp. 16, 18, 20, 22-298</p> <p>ELD Standard E16, I6, EA8 & ELA Standard 1.6 PE, <i>ACCESS Science</i>, Hands On, pp. 75, 159 TE, <i>ACCESS Science</i>, Hands On, pp. 75, 159</p> <p>ELD Standard E16, I6, EA8 &</p>	

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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).	ELA Standard 1.6 TE, <i>ACCESS Science</i> , Activity, pp. 26, 27, 57, 63, 71, 96-303 ELD Standard EA6, A6 & ELA Standard 1.6 PE, <i>ACCESS Science</i> , Develop Language, pp. 98, 122 TE, <i>ACCESS Science</i> , Develop Language, pp. 98, 122	
					<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	ELD Standard EA6, A6, EA3, & ELA Standard 1.6 PE, <i>ACCESS Science</i> , Oral Language, pp. 195 TE, <i>ACCESS Science</i> , Oral Language, pp. 195 ELD Standards B3, EI6, I6, EA8 & ELA Standard 2.0 PE, <i>ACCESS Science</i> , Oral	

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					<input 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.	Language, pp. 27, 39, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303, TE, <i>ACCESS Science</i> , Oral Language, pp. 27, 39, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303 ELD Standard E14, I3, EA3 & ELA Standard 2.0 TE, <i>ACCESS Science</i> , Key Concepts, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294 ELD Standards B3, E16, I6, EA8 & ELA Standard 2.0 TE, <i>ACCESS</i>		
					<input checked="" 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.			

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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>	<p><i>Science, Activity</i>, pp. 26, 27, 57, 63, 71, 96-303</p> <p>ELD Standards E16, I6, EA8 & ELA Standard 2.0 PE, ACCESS <i>Science, Hands On</i>, pp. 75 TE, ACCESS <i>Science, Hands On</i>, pp. 75</p> <p>ELD Standard E16, I6, EA8 & ELA Standard 2.2 TE, ACCESS <i>Science, Activity</i>, pp. 26, 27, 57, 63, 71, 96-303</p> <p>ELD Standard I3, EA3, I1, I5 & ELA Standard 2.2 PE, ACCESS <i>Science, Talk and Share</i>, pp. 21, 23, 24, 25, 33, 35, 37, 45, 47, 49, 57, 59, 60, 61, 68, 69, 71, 73, 81, 83, 84, 85, 93, 95, 97, 105,</p>	

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					<input checked="" 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	107, 108, 109, 116, 117, 119, 121, 128, 130, 133, 140, 142, 145, 153, 155, 157, 165, 166, 169, 177, 179, 181, 189, 190, 191, 193, 201, 203, 205, 212, 214, 216, 217, 224, 225, 227, 229, 237, 241, 249, 251, 253, 261, 263, 265, 273, 274, 275, 277, 285, 287, 289, 297, 298, 299, 301 TE, ACCESS Science, Talk and Share, pp. 21, 23, 24, 25, 33, 35, 37, 45, 47, 49, 57, 59, 60, 61, 68, 69, 71, 73, 81, 83, 84, 85, 93, 95, 97, 105, 107, 108, 109, 116, 117, 119, 121, 128, 130, 133, 140, 142, 145, 153, 155, 157, 165, 166, 169, 177, 179, 181, 189, 190, 191, 193, 201, 203, 205, 212, 214, 216, 217, 224, 225, 227, 229, 237, 241, 249, 251, 253, 261, 263,		

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					<input type="checkbox"/> sentences. <i>Capitalization</i> 1.4 Use correct capitalization. <i>Spelling</i> <input checked="" type="checkbox"/> 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).	265, 273, 274, 275, 277, 285, 287, 289, 297, 298, 299, 301 ELD Standard A3 & ELA Standard 2.2 PE, <i>ACCESS Science</i> , Develop Language, pp. 38, 98, 206, 290 TE, <i>ACCESS Science</i> , Develop Language, pp. 38, 98, 206, 290 ELD Standards EI3, EA1 & ELA Standard 2.5 PE, <i>ACCESS Science</i> , Being a Scientist, pp. 16-39 TE, <i>ACCESS Science</i> , Being a Scientist, pp. 16-39 ELD Standards I4, EA4, I3, EA3 & ELA Standard Written/Oral (W/O) 1.0 PE, <i>ACCESS Science</i> , Building	

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								ELD Standards I4, EA4, I3, EA3 & ELA Standard W/O 1.1 PE, ACCESS Science, Oral Language, pp. 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183,	

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						195, 207, 219, 231, 243, 255, 267, 279, 291, 303 TE, <i>ACCESS Science</i> , Oral Language, pp. 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 147, 159, 171, 183, 195, 207, 219, 231, 243, 255, 267, 279, 291, 303 ELD Standards I4, EA4, I3, EA3 & ELA Standard W/O 1.1 PE, <i>ACCESS Science</i> , Talk and Share, pp. 21, 23, 24, 25, 33, 35, 37, 45, 47, 49, 57, 59, 60, 61, 68, 69, 71, 73, 81, 83, 84, 85, 93, 95, 97, 105, 107, 108, 109, 116, 117, 119, 121, 128, 130, 133, 140, 142, 145, 153, 155, 157, 165, 166, 169, 177, 179, 181, 189, 190, 191, 193, 201, 203, 205, 212, 214, 216,	

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: GREAT SOURCE EDUCATION GROUP		Program Title: ACCESS SCIENCE	
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		
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 6	Primary Citation	Supporting Citation
						217, 224, 225, 227, 229, 237, 241, 249, 251, 253, 261, 263, 265, 273, 274, 275, 277, 285, 287, 289, 297, 298, 299, 301 TE, ACCESS Science, Talk and Share, pp. 21, 23, 24, 25, 33, 35, 37, 45, 47, 49, 57, 59, 60, 61, 68, 69, 71, 73, 81, 83, 84, 85, 93, 95, 97, 105, 107, 108, 109, 116, 117, 119, 121, 128, 130, 133, 140, 142, 145, 153, 155, 157, 165, 166, 169, 177, 179, 181, 189, 190, 191, 193, 201, 203, 205, 212, 214, 216, 217, 224, 225, 227, 229, 237, 241, 249, 251, 253, 261, 263, 265, 273, 274, 275, 277, 285, 287, 289, 297, 298, 299, 301 <u>ELD Standards I4, EA4, I3, EA3 & ELA Standard W/O 1.1</u>	

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Grades 6-8 ELD Listening and Speaking Standards					ELA Standards								
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 6	Primary Citation	Supporting Citation	
											PE, <i>ACCESS Science</i> , Building Background, pp. 16, 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244, 256, 268, 280, 292 TE, <i>ACCESS Science</i> , Building Background, pp. 16, 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244, 256, 268, 280, 292 <u>ELA Standard & ELA Standard W/O 1.5</u> PE, <i>ACCESS Science</i> , Language Notes, pp. 45, 81, 104, 140, 191, 260 TE, <i>ACCESS Science</i> , Language Notes, pp. 45, 81, 104, 140, 191, 260		

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