

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 7			
<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"/> 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.,	<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 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 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 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 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 checked="" 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 type="checkbox"/> 1.3 Respond to persuasive messages with	ELD Standards B3, EI6, I6, EA8, A5 & ELA Standard 1.0 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 E14, I3, EA3, A5 & 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,		

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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 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 checked="" 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 checked="" type="checkbox"/> questions, challenges, or affirmations. <i>Organization and Delivery of Oral Communication</i> <input checked="" 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>	186, 198, 210, 222, 234, 246, 258, 270, 282, 294 ELD Standards B3, EI6, I6, EA8, A5 & ELA Standard 1.0 TE, ACCESS Science, Activity, pp. 26, 27, 57, 63, 71, 96-303 ELD Standards EI6, I6, EA8, A5 & ELA Standard 1.0 PE, ACCESS Science, Hands On, pp. 75 TE, ACCESS Science, Hands On, pp. 75 ELD Standards EI2, I1, I3, EA3 and ELA Standard 1.1 TE, ACCESS Science, Building Background, pp. 16, 28, 40, 52, 64,		

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Beginning		Early Intermediate		Intermediate		Grade 7		Primary Citation	Supporting Citation	
					<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 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 checked="" type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations	76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244, 256, 268, 280, 292 ELD Standard I3, EA3, EI6, I6, EA8 & ELA Standard 1.4 TE, <i>ACCESS Science</i> , Activity, pp. 26, 27, 57, 63, 71, 96-303 ELD Standards B3, EI2, I3, EA3, A3 & ELA Standard 1.5 PE, <i>ACCESS Science</i> , Develop Language, pp. 110, 122, 158, 254, 194 TE, <i>ACCESS Science</i> , Develop Language, pp. 110, 122, 158, 254. 194 ELD Standards B3, EI6, I6, EA8 & ELA Standard 2.0	

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					<input type="checkbox"/> 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. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.	PE, <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, 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 <u>ELD Standard EI4, I3, EA3 & ELA Standard 2.0</u> 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	

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Beginning		Early Intermediate		Intermediate		Grade 7		Primary Citation	Supporting Citation
						<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 checked="" type="checkbox"/> 2.3 Deliver research	ELD Standards B3, EI6, I6, EA8 & ELA Standard 2.0 TE, ACCESS <i>Science</i> , Activity, pp. 26, 27, 57, 63, 71, 96-303 ELD Standards EI6, I6, EA8 & ELA Standard 2.0 PE, ACCESS <i>Science</i> , Hands On, pp. 75 TE, ACCESS <i>Science</i> , Hands On, pp. 75 ELD Standard I3, EA3, I1, I5 & ELA Standard 2.2 PE, ACCESS <i>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,		

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Beginning		Early Intermediate		Intermediate		Grade 7		Primary Citation	Supporting Citation
						<input type="checkbox"/> presentations; a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. 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). d. Cite reference sources appropriately. 2.4 Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or	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,		

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						proposal. b. Describe the points in support of the argument and employ well-articulated evidence.		251, 253, 261, 263, 265, 273, 274, 275, 277, 285, 287, 289, 297, 298, 299, 301	
						Written And Oral English Language Conventions		ELD Standard E16, I6, EA8 & ELA Standard 2.2	
						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.		TE, ACCESS Science, Activity, pp. 26, 27, 57, 63, 71, 96-303	
						<input checked="" type="checkbox"/> 1.0 Written and Oral English Language Conventions		ELD Standard A3 & ELA Standard 2.2	
						Students write and speak with a command of		PE, ACCESS Science, Develop Language, pp. 38, 98, 206, 290	
								TE, ACCESS Science, Develop Language, pp. 38, 98, 206, 290	
								ELD Standards E16, I6, EA8 & ELA Standard 2.3	
								PE, ACCESS Science, Hands On, pp. 75, 159	

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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,	TE, <i>ACCESS Science</i> , Hands On, pp. 75, 159 <u>ELD Standards E16, I6, EA8 & ELA Standard 2.3</u> TE, <i>ACCESS Science</i> , Activity, pp. 26, 27, 57, 63, 71, 96-303 <u>ELD Standards I4, EA4, I3, EA3 & ELA Standard Written/Oral (W/O) 1.0</u> 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,	

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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.	124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244, 256, 268, 280, 292 <u>ELD Standards I4, EA4, I3, EA3 & ELA Standard W/O 1.0</u> PE, ACCESS Science, 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 TE, ACCESS Science, 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 <u>ELD Standards I4, EA4, I3, EA3 & ELA Standard</u>		

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						W/O 1.0 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, 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 <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,	

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