

Publisher: Great Source Education Group		Program Title: Access Science	
ELD Proficiency Levels:		<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s	
<input checked="" 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 8			
<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"/> IB4. 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 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 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"/> <b>Listening and Speaking</b>  <input checked="" type="checkbox"/> <b>1.0 Listening and Speaking Strategies</b>  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"/> <b>1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</b>  <input type="checkbox"/> <b>1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions</b>	<b>ELD Standards B3, EI6, I6, EA8, A5 &amp; ELA Standard 1.0</b> <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  <b>ELD Standard EI4, I3, EA3, A5 &amp; ELA Standard 1.0</b> <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,		

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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 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	<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 type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	<input checked="" type="checkbox"/> concerning the speaker's content, delivery, and purpose. <i>Organization and Delivery of Oral Communication</i> <input checked="" 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.  <input 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.  <input type="checkbox"/> 1.5 Use precise	234, 246, 258, 270, 282, 294  <b>ELD Standards B3, EI4, EI6, I6, EA8, A5 &amp; ELA Standard 1.0</b> TE, <i>ACCESS Science, Activity</i> , pp. 26, 27, 57, 63, 71, 96-303  <b>ELD Standards B3, EI4, EI6, I6, EA8, A5 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Science, Hands On</i> , pp. 75, 159 TE, <i>ACCESS Science, Hands On</i> , pp. 75, 159  <b>ELD Standard I3, EA3, EI6, I6, EA8 &amp; ELA Standard 1.3</b> TE, <i>ACCESS Science, Activity</i> , pp. 26, 27, 57, 63, 71, 96-303 <b>ELD Standards</b>		

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			<input checked="" type="checkbox"/> 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"/> language, action verbs, sensory details, appropriate and colorful 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	<b>B3, E16, I6, EA8 &amp; ELA Standard 2.0</b> <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, TE, <i>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  <b>ELD Standard E14, I3, EA3 &amp; ELA Standard 2.0</b> <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, 282, 294		

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					<input type="checkbox"/> speaker (e.g., hidden agendas, slanted or biased material). 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	<b>ELD Standards B3, EI6, I6, EA8 &amp; ELA Standard 2.0</b> TE, ACCESS Science, Activity, pp. 26, 27, 57, 63, 71, 96-303  <b>ELD Standards EI6, I6, EA8 &amp; ELA Standard 2.0</b> PE, ACCESS Science, Hands On, pp. 75 TE, ACCESS Science, Hands On, pp. 75		
					<input checked="" type="checkbox"/> <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	<b>ELD Standards EI2, I3, I4, EA4, EA3 &amp; ELA Standard 2.1</b> PE, ACCESS Science, 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		

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					<input checked="" type="checkbox"/> 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 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,	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  <b>ELD Standards EI6, I6, EA8 &amp; ELA Standard 2.3</b> PE, <i>ACCESS Science</i> , Hands On, pp. 75, 159 TE, <i>ACCESS Science</i> , Hands On, pp. 75, 159  <b>ELD Standards EI6, I6, EA8 &amp; ELA Standard 2.3</b> TE, <i>ACCESS Science</i> , Activity, pp. 26, 27, 57, 59, 63, 71, 96-303  <b>ELD Standards I4, EA4, I3, EA3 &amp; ELA Standard Written/Oral</b>		

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					<input type="checkbox"/> specific action, physical description, background description, comparison or contrast of characters). <input type="checkbox"/> 2.2 Deliver oral responses to literature: 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>(W/O) 1.0</b> 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 <b>ELD Standards I4, EA4, I3, EA3 &amp; ELA Standard W/O 1.0</b> PE, <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,		

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					<input type="checkbox"/> 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 primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs.	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  <b><u>ELD Standards I4, EA4, I3, EA3 &amp; ELA Standard W/O 1.0</u></b> 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, 217, 224, 225, 227,		

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					<input type="checkbox"/> 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. d. Maintain a reasonable tone. <input type="checkbox"/> 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>	229, 237, 241, 249, 251, 253, 261, 263, 265, 273, 274, 275, 277, 285, 287, 289, 297, 298, 299, 301 TE, 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, 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	

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					<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"/> <b>1.0 Written and Oral English Language Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><input type="checkbox"/> <i>Sentence Structure</i> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p>			

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					<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. <input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <i>Grammar</i> <input type="checkbox"/> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> <input type="checkbox"/> 1.5 Use correct punctuation and capitalization. <i>Spelling</i> <input type="checkbox"/> 1.6 Use correct spelling conventions.			

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