

ACCESS SCIENCE

correlated to

WIDA

English Language Proficiency Standards Grades 6-8



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WIDA English Language Proficiency Standards
Grade 6-8

ELP Standard 4:
The Language of Science, Formative Framework

Concept 1
Light/Sound

Grade 6-8 Performance Levels	ACCESS Science
L1-Match oral statements about light or sound with illustrations (e.g., “White is made up of all colors”)	Student Edition: 280-291 Teacher’s Edition: 280-291
L2-Create or complete models or diagrams of light or sound based on illustrations and oral directions (e.g., circuits)	Student Edition: 280-291 Teacher’s Edition: 280-291
L3- Classify examples of properties of light or sound based on illustrations and oral directions	Student Edition: 280-291 Teacher’s Edition: 280-291
L4- Apply oral descriptions of properties of light or sound to everyday examples	Student Edition: 280-291 Teacher’s Edition: 280-291
L5- Identify explanations of properties of light or sound in oral scenarios	Student Edition: 280-291 Teacher’s Edition: 280-291

Concept 2:
Climate/Temperature Change

Grade 6-8 Performance Levels	ACCESS Science
L1- Offer information on temperature from charts or graphs (e.g., daytime/ nighttime highs and lows) to a partner in L1 or L2	Student Edition: 19, 66-67, 74-75 Teacher's Edition: 19, 66-67, 74-75
L2- State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2	Student Edition: 66-67, 74-75 Teacher's Edition: 66-67, 74-75
L3- Compare differences in temperature based on information from charts or graphs with a partner	Student Edition: 66-67, 74-75, 108 Teacher's Edition: 66-67, 74-75, 108
L4- Summarize and present information on temperature changes from charts or graphs to a partner.	Student Edition: 66-67, 74-75, 108 Teacher's Edition: 66-67, 74-75, 108
L5- Explain patterns of changes in temperature over time based on evidence from charts or graphs	Student Edition: 66-67, 72, 74-75, 108 Teacher's Edition: 66-67, 72, 74-75, 108

Concept 3
Natural Disasters

Grade 6-8 Performance Levels	ACCESS Science
L1- Chart information on natural disasters (e.g., hurricanes, tornadoes, floods, typhoons, earthquakes) based on graphic support, models or pictures (e.g., by months of the year)	Student Edition: 36-39, 72-73 Teacher's Edition: 36-39, 72-73
L2- Respond to yes/ no, choice or WH-questions regarding natural disasters based on graphic support or pictures (e.g., "Does Illinois have hurricanes?")	Student Edition: 29, 36-39, 72-73 Teacher's Edition: 29, 36-39, 72-73
L3- Identify characteristics or conditions for natural disasters based on text and graphic support	Student Edition: 29, 36-39, 72-73 Teacher's Edition: 29, 36-39, 72-73
L4- Compare types of natural disasters using multiple written sources, including websites and graphic support	Student Edition: 72-73 Teacher's Edition: 72-73

Grade 6-8 Performance Levels	ACCESS Science
L5- Interpret impact of natural disasters on people and places from grade level text	Student Edition: 36-39, 72-73 Teacher's Edition: 36-39, 72-73

Concept 4

Elements & Compounds

Grade 6-8 Performance Levels	ACCESS Science
L1- Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner	Student Edition: 215-219, 232-243, 244-247, 248-251 Teacher's Edition: 215-219, 232-243, 244-247, 248-251
L2- Record results of scientific inquiry involving elements or compounds with a partner	Student Edition: 215-219, 232-243, 244-247, 248-251 Teacher's Edition: 215-219, 232-243, 244-247, 248-251
L3- Outline steps of scientific inquiry involving elements or compounds with a partner	Student Edition: 215-219, 232-243, 244-247, 248-251 Teacher's Edition: 215-219, 232-243, 244-247, 248-251
L4- Describe procedures related to scientific inquiry involving elements or compounds with a partner (e.g., in lab reports)	Student Edition: 215-219, 232-243, 244-247, 248-251 Teacher's Edition: 215-219, 232-243, 244-247, 248-251
L5- Explain, in detail, examples of scientific inquiry involving elements or compounds (e.g., in displays or exhibits)	Student Edition: 215-219, 232-243, 244-247, 248-251 Teacher's Edition: 215-219, 232-243, 244-247, 248-251

Concept 5

Scientific tools or instruments

Grade 6-8 Performance Levels	ACCESS Science
L1- Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	Student Edition: 19, 22 Teacher's Edition: 19, 22
L2- Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")	Student Edition: 19, 22 Teacher's Edition: 19, 22

Grade 6-8 Performance Levels	ACCESS Science
L3- Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions	Student Edition: 19, 22 Teacher's Edition: 19, 22
L4- Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions (e.g., differences between telescopes and microscopes)	Student Edition: 19, 22 Teacher's Edition: 19, 22
L5- Infer uses of scientific tools or instruments from oral reading of grade level material	Student Edition: 19, 22 Teacher's Edition: 19, 22

Concept 6

Scientific inventions or discoveries

Grade 6-8 Performance Levels	ACCESS Science
L1- Use general vocabulary associated with scientific inventions or discoveries based on illustrations (e.g., machine or x-ray)	Student Edition: 296-297 Teacher's Edition: 296-297
L2- Describe scientific inventions or discoveries based on illustrations	Student Edition: 296-297 Teacher's Edition: 296-297
L3- Compare/contrast scientific inventions or discoveries described orally with visual support (e.g., “__ is similar to/different from __ because __.”)	Student Edition: 296-297 Teacher's Edition: 296-297
L4- Imagine future scientific inventions or discoveries based on oral and visual clues.	Student Edition: 296-297 Teacher's Edition: 296-297
L5-Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., “In 100 years, we could/may/might....”)	Student Edition: 296-297 Teacher's Edition: 296-297

Concept 7

Cycles/Processes

Grade 6-8 Performance Levels	ACCESS Science
L1- Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	<p>Student Edition: 48-49, 78-79, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p> <p>Teacher's Edition: 48-49, 78-79, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p>
L2- Sort or classify descriptive phrases and diagrams by cycles or processes	<p>Student Edition: 48-49, 78-79, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p> <p>Teacher's Edition: 48-49, 78-79, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p>
L3- Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)	<p>Student Edition: 48-49, 78-79, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p> <p>Teacher's Edition: 48-49, 78-79, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p>
L4- Identify cycles or processes from descriptive paragraphs and diagrams	<p>Student Edition: 48-49, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p> <p>Teacher's Edition: 48-49, 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p>
L5- Predict consequences of alteration of cycles or processes from grade level text	<p>Student Edition: 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p> <p>Teacher's Edition: 80-83, 113, 118-119, 121, 138, 161-163, 164-166, 191, 244-247, 268-279</p>

Concept 8

Forms of Energy

Grade 6-8 Performance Levels	ACCESS Science
L1- Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	<p>Student Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p> <p>Teacher's Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p>
L2- List and describe examples of illustrated forms of energy from word/phrase banks	<p>Student Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p> <p>Teacher's Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p>
L3- Compare/contrast two forms of energy depicted visually (e.g., “___ and ___ are alike/different in these ways.”)	<p>Student Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p> <p>Teacher's Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p>
L4- Explain uses of different forms of energy depicted visually (e.g., “__ is used to ___.”)	<p>Student Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p> <p>Teacher's Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p>
L5- Evaluate and defend uses of different forms of energy (e.g., “I think solar energy is most efficient because...”)	<p>Student Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p> <p>Teacher's Edition: 90-91, 92-99, 222-223, 224-231, 252-255, 256-267</p>



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