

# ACCESS MATH

correlated to

## WIDA

# English Language Proficiency Standards Grades 6-8



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**ACCESS Math**  
**correlated to**  
**WIDA English Language Proficiency Standards**  
**Grade 6-8**

**ELP Standard 3:**  
**The Language of Mathematics, Formative Framework**

**Concept 1**

**Measures of central tendency (mean, median, mode & range)**

<b>Grade 6-8 Performance Levels</b>	<b>ACCESS Math</b>
L1- Match oral language associated with measures of central tendency with visual or graphic displays	<b>Student Edition:</b> 165-167 <b>Teacher's Edition:</b> 165-167
L2- Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	<b>Student Edition:</b> 165-167 <b>Teacher's Edition:</b> 165-167
L3-Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations and visual or graphic displays	<b>Student Edition:</b> 165-167 <b>Teacher's Edition:</b> 165-167
L4- Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	<b>Student Edition:</b> 165-167 <b>Teacher's Edition:</b> 165-167
L5-Make inferences about uses of measures of central tendency from oral scenarios of grade level materials metric and standard units of measurement	<b>Student Edition:</b> 165-167 <b>Teacher's Edition:</b> 165-167

## Concept 2:

### Metric & standard units of measurement

Grade 6-8 Performance Levels	ACCESS Math
L1- Name tools and units of standard or metric measurement from labeled examples (e.g., ruler--inches or cm; scale--pounds or kilos)	<b>Student Edition:</b> 18 <b>Teacher's Edition:</b> 18
L2- Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 10 kilograms)	<b>Student Edition:</b> 18 <b>Teacher's Edition:</b> 18
L3- Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace)	<b>Student Edition:</b> 18 <b>Teacher's Edition:</b> 18
L4- Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture or cartography)	<b>Student Edition:</b> 18 <b>Teacher's Edition:</b> 18
L5- Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures)	<b>Student Edition:</b> 18 <b>Teacher's Edition:</b> 18

## Concept 3

### Percent/Decimals

Grade 6-8 Performance Levels	ACCESS Math
L1- Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes or % daily use) with a partner	<b>Student Edition:</b> 60-64, 141-145, 146-150 <b>Teacher's Edition:</b> 60-64, 141-145, 146-150
L2- Compare or rank order values noted on everyday products related to percent or decimals with a partner	<b>Student Edition:</b> 65-69, 146-150 <b>Teacher's Edition:</b> 65-69, 146-150
L3- Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner	<b>Student Edition:</b> 64, 68-69, 141-145, 146-150 <b>Teacher's Edition:</b> 64, 68-69, 141-145, 146-150
L4- Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner	<b>Student Edition:</b> 141-145, 151-155 <b>Teacher's Edition:</b> 141-145, 151-155

<b>Grade 6-8 Performance Levels</b>	<b>ACCESS Math</b>
L5- Interpret various representations of numbers in real-life problems involving percent or decimals from various texts	<b>Student Edition:</b> 141-145, 151-155 <b>Teacher's Edition:</b> 141-145, 151-155

### Concept 4 Probability

<b>Grade 6-8 Performance Levels</b>	<b>ACCESS Math</b>
L1- Record and label outcomes of events involving chance using real objects (e.g., coin flips)	<b>Student Edition:</b> 158-162, 163, 164, 234-238 <b>Teacher's Edition:</b> 158-162, 163, 164, 234-238
L2- Give outcomes of events involving probability using real objects with words and phrases or short sentences	<b>Student Edition:</b> 158-162, 163, 164, 234-238 <b>Teacher's Edition:</b> 158-162, 163, 164, 234-238
L3- Propose probability based on observed outcomes and describe results in a series of sentences	<b>Student Edition:</b> 158-162, 234-238, 239-243 <b>Teacher's Edition:</b> 158-162, 234-238, 239-243
L4- Detail possible combinations based on probability and compare against observed outcomes in paragraph form	<b>Student Edition:</b> 234-238, 239-243 <b>Teacher's Edition:</b> 234-238, 239-243
L5- Explain and give reasons for likely probabilities in multiple paragraphs	<b>Student Edition:</b> 234-238, 239-243 <b>Teacher's Edition:</b> 234-238, 239-243

### Concept 5 Percent/Fractions

<b>Grade 6-8 Performance Levels</b>	<b>ACCESS Math</b>
L1-Identify proportional representations of objects from oral directions and graphs or visuals (e.g., “Two halves make a whole. Find half a pizza.”)	<b>Student Edition:</b> 104-108, 109-113, 114-118, 138-140, 141-145, 146-150 <b>Teacher's Edition:</b> 104-108, 109-113, 114-118, 138-140, 141-145, 146-150
L2- Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	<b>Student Edition:</b> 104-108, 109-113, 114-118, 138-140, 141-145, 146-150 <b>Teacher's Edition:</b> 104-108, 109-113, 114-118, 138-140, 141-145, 146-150

<b>Grade 6-8 Performance Levels</b>	<b>ACCESS Math</b>
L3- Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)	<b>Student Edition:</b> 138-140, 141-145, 151-155 <b>Teacher's Edition:</b> 138-140, 141-145, 151-155
L4- Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., "Sales tax is based on percent. When might you need to use percent?")	<b>Student Edition:</b> 141-145, 151-155 <b>Teacher's Edition:</b> 141-145, 151-155
L5- Apply ways of using percent or fractions in grade level situations from oral discourse	<b>Student Edition:</b> 141-145, 151-155 <b>Teacher's Edition:</b> 141-145, 151-155

## Concept 6

### Line Segments and Angles

<b>Grade 6-8 Performance Levels</b>	<b>ACCESS Math</b>
L1- Identify line segments or angles from pictures of everyday objects	<b>Student Edition:</b> 180-184, 185-186, 188 <b>Teacher's Edition:</b> 180-184, 185-186, 188
L2- Define or describe types of line segments or angles from pictures of everyday objects (e.g., "The is angle is larger.")	<b>Student Edition:</b> 180-184, 185-186, 188 <b>Teacher's Edition:</b> 180-184, 185-186, 188
L3- Compare/contrast types of line segments from diagrams (e.g., parallel v. perpendicular lines)	<b>Student Edition:</b> 180-184, 185-186, 188 <b>Teacher's Edition:</b> 180-184, 185-186, 188
L4- Discuss how to solve problems using different types of line segments or angles from diagrams	<b>Student Edition:</b> 180-184, 185-186, 188 <b>Teacher's Edition:</b> 180-184, 185-186, 188
L5- Explain, with details, ways to solve grade level problems using different types of line segments or angles	<b>Student Edition:</b> 180-184, 185-186, 188 <b>Teacher's Edition:</b> 180-184, 185-186, 188

## Concept 7

### Perimeter/Area, volume & circumference

Grade 6-8 Performance Levels	ACCESS Math
L1-Match vocabulary associated with perimeter or area with graphics, symbols or figures	<b>Student Edition:</b> 212-216, 217-221 <b>Teacher's Edition:</b> 212-216, 217-221
L2- Identify visually supported examples of use of perimeter, area, volume or circumference in real world situations (e.g., painting a room)	<b>Student Edition:</b> 212-216, 217-221, 227-231 <b>Teacher's Edition:</b> 212-216, 217-221, 227-231
L3- Classify visually supported example of use of perimeter, area, volume or circumference in real world situations	<b>Student Edition:</b> 212-216, 217-221, 227-231 <b>Teacher's Edition:</b> 212-216, 217-221, 227-231
L4- Order steps for computing perimeter, area, volume or circumference in real world situations using sequential language	<b>Student Edition:</b> 212-216, 217-221, 227-231, 232-233 <b>Teacher's Edition:</b> 212-216, 217-221, 227-231, 232-233
L5- Select reasons for uses of perimeter, area, volume or circumference in grade level text	<b>Student Edition:</b> 212-216, 217-221, 227-231, 232-233 <b>Teacher's Edition:</b> 212-216, 217-221, 227-237, 232-233

## Concept 8

### Algebraic Equations

Grade 6-8 Performance Levels	ACCESS Math
L1- Show pictorial representations or label terms related to algebraic equations from models or visuals	<b>Student Edition:</b> 58-59 <b>Teacher's Edition:</b> 58-59
L2- Give examples and express meaning of terms related to algebraic equations from models or visuals	<b>Student Edition:</b> 40-42, 43, 44, 45, 46-47, 48-52, 53-57, 58-59 <b>Teacher's Edition:</b> 40-42, 43, 44, 45, 46-47, 48-52, 53-57, 58-59
L3- Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals	<b>Student Edition:</b> 40-42, 43, 44, 45, 46-47, 48-52, 53-57, 58-59, 278-282 <b>Teacher's Edition:</b> 40-42, 43, 44, 45, 46-47, 48-52, 53-57, 58-59, 278-282

Grade 6-8 Performance Levels	ACCESS Math
L4- Produce everyday math problems involving algebraic equations and give steps in problem solving from models or visuals	<p><b>Student Edition:</b> 40-42, 43, 44, 45, 46-47, 48-52, 53-57, 58-59, 278-282</p> <p><b>Teacher's Edition:</b> 40-42, 43, 44, 45, 46-47, 48-52, 53-57, 58-59, 278-282</p>
L5- Summarize or predict information needed to solve problems involving algebraic equations	<p><b>Student Edition:</b> 48-52, 53-57, 58-59, 278-282</p> <p><b>Teacher's Edition:</b> 48-52, 53-57, 58-59, 278-282</p>



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