

ACCESS ENGLISH © 2005

correlated to

Ohio

**English Language Proficiency
Standards
Grades 6-8**

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EDUCATION GROUP



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Ohio English Language Proficiency Standards
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L a n g u a g e D o m a i n : L i s t e n i n g

1. LEP Students will develop the English Language listening skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.

S t a n d a r d 1 . 2

Identify main ideas and supporting details of spoken English

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <p><i>Beginning Level</i></p> <p>– Identify main idea of simple expository information presented orally, supported by visuals</p> | <p>Student Book: 159</p> |
| <p><i>Intermediate Level</i></p> <p>– Identify main idea of expository information presented orally, with support</p> | <p>Student Book: 103, 159, 343</p> |
| <p><i>Advanced Level</i></p> <p>– Identify main idea of expository information presented orally, with limited support</p> | <p>Student Book: 103, 159, 343</p> |
| <p><i>Proficient/Trial Mainstream Level</i></p> <p>– Identify main idea of expository information presented orally, independently</p> | <p>Student Book: 103, 159, 343</p> |

Standard 1.3

Determine speaker attitude and point of view

| Benchmarks, Grades 6-8 | ACCESS English |
|--|-------------------------|
| <p><i>Advanced Level</i></p> <ul style="list-style-type: none"> – Identify and/or describe range of speakers’ attitudes, moods or emotions in extended oral messages by reading body language, and/or tone and voice quality, with limited support | Student Book: 73 |
| <ul style="list-style-type: none"> – Interpret multiple speakers’ range of attitudes, moods, emotions, innuendos, and/or biases in extended oral messages by reading body language, and/or tone and voice quality | Student Book: 73 |
| <p><i>Proficient/Trial Mainstream Level</i></p> <ul style="list-style-type: none"> – Describe, compare and contrast range of speakers’ attitudes, moods or emotions in extended oral messages by reading body language, and/or tone and voice quality | Student Book: 73 |
| <ul style="list-style-type: none"> – Interpret and make predictions of multiple speakers’ range of attitudes, moods, emotions, innuendos, and/or biases in extended oral messages by reading body language, and/or tone and voice quality | Student Book: 73 |

Standard 1.4

Comprehend meaning of academic/specialized vocabulary used by speaker

| Benchmarks, Grades 6-8 | ACCESS English |
|---|--|
| <p><i>Intermediate Level</i></p> <ul style="list-style-type: none"> – Identify literal and figurative meanings of words and idiomatic phrases, with support | Student Book: 57, 112 |
| <p><i>Advanced Level</i></p> <ul style="list-style-type: none"> – Recognize and comprehend grade-level academic spoken vocabulary, with little or no support | Student Book: 59, 103, 135, 159, 191, 215, 241, 289, 303, 353 |
| <ul style="list-style-type: none"> – Comprehend specialized vocabulary spoken in a variety of contexts, with little or no support | Student Book: 35, 103, 159, 215 |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|------------------------------|
| <ul style="list-style-type: none"> Identify literal and figurative meanings of words and idiomatic phrases, with limited support | Student Book: 57, 112 |

S t a n d a r d 1 . 5
Make inferences and predictions when listening to speakers

| Benchmarks, Grades 6-8 | ACCESS English |
|--|-------------------------------|
| <p><i>Beginning Level</i></p> <ul style="list-style-type: none"> Make simple predictions based on familiar and brief spoken material presented with support | Student Book: 203 |
| <p><i>Intermediate Level</i></p> <ul style="list-style-type: none"> Make inferences and predictions based on extended familiar spoken material presented with limited support | Student Book: 203, 265 |
| <p><i>Advanced Level</i></p> <ul style="list-style-type: none"> Make inferences and predictions based on extended unfamiliar spoken material presented with little support | Student Book: 203, 65 |
| <p><i>Proficient/Trial Mainstream Level</i></p> <ul style="list-style-type: none"> Make inferences and predictions based on extended unfamiliar spoken material presented without support | Student Book: 203, 265 |

L a n g u a g e D o m a i n : S p e a k i n g
2. LEP Students will develop the English Language speaking skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.

S t a n d a r d 2 . 1
Speak fluently using clear pronunciation with appropriate intonation and stress

| Benchmarks, Grades 6-8 | ACCESS English |
|---|--|
| <p><i>Beginning Level</i></p> <ul style="list-style-type: none"> Produce basic words and familiar phrases that can be understood | Student Book: 35, 47, 71, 79, 103, 127, 129, 135, 159, 171, 191, 203, 215, 239, 241, 265, 277 |
| <ul style="list-style-type: none"> Begin to use appropriate intonation and stress when using longer phrases | Student Book: 23, 35, 47, 91, 103, 135, 203, 265, 277 |

| Benchmarks, Grades 6-8 | ACCESS English |
|--|---|
| <p><i>Intermediate Level</i></p> <p>– Produce a wide range of words, phrases and sentences that can be understood</p> | Student Book: 35, 47, 71, 79, 103, 127, 129, 135, 159, 171, 191, 203, 215, 265, 277, 289, 303, 307 |
| <p>– Produce most phrases and sentences with appropriate intonation and stress</p> | Student Book: 35, 47, 103, 135, 203, 265, 277, 303 |
| <p><i>Advanced Level</i></p> <p>– Produce wider range of words, phrases and sentences that can be understood</p> | Student Book: 35, 47, 71, 79, 103, 127, 135, 159, 171, 191, 203, 215, 265, 277, 289, 303, 307 |
| <p>– Produce sustained speech with appropriate intonation and stress</p> | Student Book: 35, 103, 203, 265, 277 |
| <p><i>Proficient/Trial Mainstream Level</i></p> <p>– Produce a full range of words, phrases and sentences that can be understood</p> | Student Book: 35, 47, 71, 79, 103, 127, 171, 191, 203, 215, 265, 277, 303, 307 |
| <p>– Regularly speaks clearly with appropriate intonation and stress</p> | Student Book: 35, 79, 103, 265, 203, 277 |

S t a n d a r d 2 . 2

Speak using appropriate grammar and vocabulary

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <p><i>Beginning Level</i></p> <p>– State familiar and rehearsed expressions using correct grammar and other conventions of language</p> | Student Book: 35, 44, 71, 91, 127, 171, 190-191, 203 |
| <p>– Use basic high-frequency and memorized vocabulary when speaking</p> | Student Book: 35, 44, 127, 190-191, 203 |
| <p><i>Intermediate Level</i></p> <p>– Speak with few non-native errors in grammar and other conventions of language in a variety of social settings</p> | Student Book: 35, 71, 90, 190-191, 203 |
| <p>– Use a range of familiar and newly-introduced vocabulary when speaking</p> | Student Book: 35, 44, 127, 190-191, 203 |

| Benchmarks, Grades 6-8 | ACCESS English |
|--|--|
| <p><i>Advanced Level</i></p> <p>– Speak with few non-native errors in grammar and other conventions of language in various social and academic settings</p> | Student Book: 35, 71, 90, 127, 190-191, 203 |
| <p>– Frequently use new content and technical vocabulary when communicating in academic settings</p> | Student Book: 35, 44, 127, 190-191, 203 |
| <p><i>Proficient/Trial Mainstream Level</i></p> <p>– Speak with near-native grammar and other conventions of language in informal and formal, social and academic settings</p> | Student Book: 35, 71, 90, 127, 190-191, 203 |
| <p>– Regularly use new content and technical vocabulary when communicating in academic settings</p> | Student Book: 35, 44, 127, 190-191, 203 |

S t a n d a r d 2 . 3

Speak for varied purposes, both informal and formal, with focus, relevance and cohesion

| Benchmarks, Grades 6-8 | ACCESS English |
|---|--|
| <p><i>Beginning Level</i></p> <p>– Connect with others through rehearsed greetings and expressions of basic feelings and opinions</p> | Student Book: 22, 32, 59, 78, 79, 134, 190, 241, 252, 264, 306, 307 |
| <p>– Ask and answer simple questions about personal and social situations</p> | Student Book: 79, 226, 241, 264 |
| <p>– Ask and answer simple questions about familiar topics in classroom settings</p> | Student Book: 79, 241 |
| <p>– Request clarification and/or information using rehearsed expressions</p> | Student Book: 35, 215 |
| <p>– Seek and/or give support to others, following a model</p> | Student Book: 59, 227 |
| <p>– Repeat and/or retell simple directions or information</p> | Student Book: 34, 135 |
| <p>– Begin to identify and use appropriate language styles, gestures and topics for different kinds of interactions with support</p> | Student Book: 35, 127, 191, 215, 354 |

| Benchmarks, Grades 6-8 | ACCESS English |
|--|---|
| – Retell familiar stories, using visual aids and rehearsed words and phrases | Student Book: 191, 264 |
| – Interact with adults and peers to complete simple tasks and make simple announcements with support | Student Book: 23, 34, 35, 79, 115, 191, 226, 354 |
| <i>Intermediate Level</i> – Express a wider range of feelings and opinions using details | Student Book: 241, 343, 354 |
| – Ask and answer questions about personal and social situations | Student Book: 79, 226, 241, 264 |
| – Ask and answer two-part questions about familiar topics in classroom settings | Student Book: 79, 226, 241, 264 |
| – Request clarification and/or information in a variety of settings | Student Book: 70, 78 |
| – Seek and/or give support to others | Student Book: 59, 227 |
| – Paraphrase or restate simple directions or information | Student Book: 34, 35, 70, 71 |
| – Identify and use appropriate language styles, gestures and topics for different kinds of interactions with limited support | Student Book: 35, 127, 171, 191, 265 |
| – Retell stories, using visual support | Student Book: 185, 191, 264 |
| – Interact with adults and peers to complete more complex tasks and make announcements with limited support | Student Book: 23, 34, 35, 79, 115, 191, 226, 354 |
| – Orally relay simple message to other persons | Student Book: 73, 159, 289, 303, 354 |
| – Participate in group oral presentations | Student Book: 115, 135 |
| – Tell about or explain personal experiences or events | Student Book: 17, 185, 202, 226 |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|--|
| <i>Advanced Level</i> | Student Book: 34, 73, 159, 288, 289, 303, 354 |
| – Give directions or information using extended language | |
| – Narrate or tell original stories, with or without visual support | Student Book: 17, 185, 226, 277, 288 |
| – Interact independently with adults and peers in various settings | Student Book: 227, 343, 354 |
| – Make formal and informal presentations on familiar topics | Student Book: 330, 331, 342 |
| – Orally relay complex message to other persons | Student Book: 73, 159, 289, 303, 354 |
| – Ask and answer multi-step questions about a variety of topics in classroom settings | Student Book: 79, 226, 241, 264 |
| – Restate, summarize and clarify information | Student Book: 34, 59, 127 |
| – Present ideas supported by evidence | Student Book: 331, 354 |
| <i>Proficient/Trial Mainstream Level</i> | Student Book: 354 |
| – Debate, argue and challenge ideas | |
| – Give a persuasive presentation | Student Book: 330, 331 |

L a n g u a g e D o m a i n : R e a d i n g

3. LEP Students will develop the English Language reading skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.

S t a n d a r d 3 . 1

Demonstrate reading strategies

| Benchmarks, Grades 6-8 | ACCESS English |
|---|--|
| <i>Beginning Level</i> | Student Book: 17, 18, 27, 32, 54, 74, 130 |
| – Develop and use background knowledge to gain meaning from texts, with extensive support | |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <ul style="list-style-type: none"> – Use pictures and other graphics to help identify purpose and meaning of texts, with support | Student Book: 48, 72, 80, 104, 116, 184, 216, 240, 266, 302 |
| <ul style="list-style-type: none"> – Recognize, repeat, and/or read aloud rehearsed words, phrases sentences and basic reading materials, with extensive support | Student Book: 23, 59, 103, 147, 343 |
| <ul style="list-style-type: none"> – Begin to use dictionary and/or picture dictionary (bilingual or English) to help identify meaning of words, with extensive support | Student Book: 356-371 |
| <ul style="list-style-type: none"> – Recognize patterns in simplified texts to make predictions | Student Book: 29, 149-155, 158, 194-195, 196, 309-317 |
| <p><i>Intermediate Level</i></p> <ul style="list-style-type: none"> – Demonstrate higher-level reading strategies of, previewing, predicting and reviewing texts, with support | Student Book: 25-27, 28-30, 31-32, 33, 49, 50-51, 52-57, 84-85, 129, 137, 140, 152, 156, 193, 194-195, 196-198, 316-317 |
| <ul style="list-style-type: none"> – Develop and use background knowledge to gain meaning from texts, with support | Student Book: 17, 18, 27, 32, 54, 74, 130 |
| <ul style="list-style-type: none"> – Use pictures and other graphics to help identify purpose and meaning of texts, with limited support | Student Book: 48, 72, 80, 104, 116, 184, 216, 240, 266, 302 |
| <ul style="list-style-type: none"> – Use organizers and/or outlines to assist with comprehension, with support | Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326 |
| <ul style="list-style-type: none"> – Read aloud with increasing accuracy from familiar texts, with support | Student Book: 23, 59, 103, 147, 343 |
| <ul style="list-style-type: none"> – Use dictionary, picture dictionary, and/or glossary (bilingual or English) to help identify meaning of words, with support | Student Book: 356-371 |
| <ul style="list-style-type: none"> – Recognize patterns in a variety of texts to draw inferences, with support | Student Book: 50, 53, 89, 145, 206, 211, 257 |
| <ul style="list-style-type: none"> – Demonstrate higher-level reading strategies of skimming and scanning, with support | Student Book: 25-27, 28-30, 31-32, 33, 49, 50-51, 52-57, 84-85, 129, 137, 140, 152, 156, 193, 194-195, 196-198, 316-317 |

| Benchmarks, Grades 6-8 | ACCESS English |
|--|--|
| <p><i>Advanced Level</i></p> <p>– Demonstrate higher-level reading strategies of previewing, predicting and reviewing texts, with limited support</p> | <p>Student Book: 25-27, 28-30, 31-32, 33, 49, 50-51, 52-57, 84-85, 129, 137, 140, 152, 156, 193, 194-195, 196-198, 316-317</p> |
| <p>– Use organizers and/or outlines to assist with comprehension, with limited support</p> | <p>Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326</p> |
| <p>– Develop, discuss and apply background knowledge to gain meaning from texts, with limited support</p> | <p>Student Book: 17, 18, 27, 32, 54, 74, 130</p> |
| <p>– Use a variety of cues to help identify purpose and meaning of texts, with support</p> | <p>Student Book: 48, 72, 80, 104, 116, 184, 216, 240, 266, 302, 303, 306, 307</p> |
| <p>– Read aloud with increasing accuracy from familiar and unfamiliar texts, with limited support</p> | <p>Student Book: 23, 59, 103, 147, 343</p> |
| <p>– Use dictionary, picture dictionary, and/or glossary (bilingual or English) to determine meaning of words, with limited support</p> | <p>Student Book: 356-371</p> |
| <p>– Use patterns and other cues in a variety of texts to draw inferences and conclusions, with limited support</p> | <p>Student Book: 50, 56, 53, 83, 89, 145, 206, 207, 211, 257</p> |
| <p>– Demonstrate higher-level reading strategies of skimming and scanning, with limited support</p> | <p>Student Book: 25-27, 28-30, 31-32, 33, 49, 50-51, 52-57, 84-85, 129, 137, 140, 152, 156, 193, 194-195, 196-198, 316-317</p> |
| <p><i>Proficient/Trial Mainstream Level</i></p> <p>– Demonstrate higher-level reading strategies of previewing, predicting and reviewing a variety of texts, independently</p> | <p>Student Book: 25-27, 28-30, 31-32, 33, 49, 50-51, 52-57, 84-85, 129, 137, 140, 152, 156, 193, 194-195, 196-198, 316-317</p> |
| <p>– Develop, discuss and apply background knowledge to gain meaning from a variety of texts, independently</p> | <p>Student Book: 17, 18, 27, 32, 54, 74, 130</p> |
| <p>– Use multiple cues to help identify purpose and meaning of a variety of texts, independently</p> | <p>Student Book: 48, 72, 80, 104, 116, 184, 216, 240, 266, 302, 303, 306, 307</p> |

| Benchmarks, Grades 6-8 | ACCESS English |
|--|--|
| – Use organizers and/or outlines to assist in comprehension, independently | Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 221, 263, 264, 268-269, 272, 276, 318, 326 |
| – Read aloud with accuracy from age- and grade-appropriate texts | Student Book: 23, 59, 103, 147, 343 |
| – Use dictionary and/or glossary to determine meaning of words independently | Student Book: 356-371 |
| – Demonstrate higher-level reading strategies of skimming and scanning a variety of texts, independently | Student Book: 25-27, 28-30, 31-32, 33, 49, 50-51, 52-57, 84-85, 129, 137, 140, 152, 156, 193, 194-195, 196-198, 316-317 |
| – Use multiple cues in a variety of texts to draw inferences and conclusions, independently | Student Book: 50, 56, 53, 83, 89, 145, 206, 207, 211, 257 |

S t a n d a r d 3 . 2

Identify meaning of written vocabulary

| Benchmarks, Grades 6-8 | ACCESS English |
|--|---|
| <i>Beginning Level</i> | Student Book: 22, 262 |
| – Recognize and comprehend sight words, signs and symbols found in everyday life | |
| – Use context clues to determine meaning of new vocabulary within familiar context, with support | Student Book: 315, 347 |
| – Begin to recognize common homonyms, homographs and/or homophones, with support | Student Book: 28, 66, 177, 221, 283, 340 |
| <i>Intermediate Level</i> | Student Book: 315, 347 |
| – Use context clues to determine meaning of new vocabulary within familiar context, with support | |
| – Classify words into categories, with limited support | Student Book: 115 |
| – Recognize, read and use homonyms, homographs and homophones, with support | Student Book: 28, 66, 177, 221, 283, 340 |

| Benchmarks, Grades 6-8 | ACCESS English |
|--|---|
| <ul style="list-style-type: none"> – Use knowledge of contractions and common abbreviations to identify whole words | Student Book: 124 |
| <ul style="list-style-type: none"> – Use text structures to determine meaning of new vocabulary, with support | Student Book: 45, 122, 209, 234, 295, 327, 347, 352 |
| <ul style="list-style-type: none"> – Apply knowledge of connotation and denotation to learn meaning of new words, with support | Student Book: 306 |
| <p data-bbox="165 533 347 564"><i>Advanced Level</i></p> <ul style="list-style-type: none"> – Use context clues to determine meaning of new content area vocabulary, with limited support | Student Book: 347 |
| <ul style="list-style-type: none"> – Classify words used in content areas, with support | Student Book: 115 |
| <ul style="list-style-type: none"> – Read homographs aloud, correctly adjusting sounds to fit meaning (read – present tense, read – past tense) and use homonyms in context, with support | Student Book: 28, 66, 177, 221, 283, 340 |
| <ul style="list-style-type: none"> – Use text structures to determine meaning of new vocabulary, with limited support | Student Book: 45, 122, 209, 234, 295, 327, 347, 352, 347 |
| <ul style="list-style-type: none"> – Apply knowledge of connotation and denotation to learn meaning of new words, with limited support | Student Book: 306 |
| <ul style="list-style-type: none"> – Determine the meaning of vocabulary in figurative language, with support | Student Book: 57, 112 |
| <ul style="list-style-type: none"> – Interpret metaphors and similes to understand new uses of words and phrases in text, with support | Student Book: 57, 112 |
| <p data-bbox="165 1467 542 1499"><i>Proficient/Trial Mainstream Level</i></p> <ul style="list-style-type: none"> – Use context clues to determine meaning of new subject area vocabulary, independently | Student Book: 315, 347 |
| <ul style="list-style-type: none"> – Use text structures to determine meaning of new vocabulary, independently | Student Book: 347 |
| <ul style="list-style-type: none"> – Apply knowledge of connotation and denotation to learn meaning of new words, independently | Student Book: 306 |

| Benchmarks, Grades 6-8 | ACCESS English |
|--|------------------------------|
| <ul style="list-style-type: none"> – Determine the meaning of vocabulary in figurative language, independently | Student Book: 57, 112 |
| <ul style="list-style-type: none"> – Interpret metaphors and similes to understand new uses of words and phrases in text, independently | Student Book: 57, 112 |

Standard 3.3
Read with comprehension

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <p><i>Beginning Level</i></p> <ul style="list-style-type: none"> – Answer literal and evaluative questions about age-appropriate, simplified texts, with support | Student Book: 22, 78, 134, 190, 252, 306 |
| <ul style="list-style-type: none"> – Demonstrate comprehension of age-appropriate, simplified texts, using pictures and/or graphic organizers, with support | Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326 |
| <ul style="list-style-type: none"> – Predict content, events and/or outcomes in age-appropriate, simplified texts, using illustrations, previous information from texts, and prior experiences, with support | Student Book: 50, 53, 89, 206, 257 |
| <ul style="list-style-type: none"> – Identify purpose of age-appropriate and grade-level texts, with support | Student Book: 303, 306-307 |
| <ul style="list-style-type: none"> – Summarize content of age-appropriate, simplified texts by identifying main ideas and some supporting details, with extensive support | Student Book: 30, 46, 158, 197-198, 199-201, 220 |
| <p><i>Intermediate Level</i></p> <ul style="list-style-type: none"> – Answer literal and evaluative questions about age-appropriate, familiar texts, with limited support | Student Book: 22, 78, 134, 190, 252, 306 |
| <ul style="list-style-type: none"> – Demonstrate comprehension of age-appropriate, familiar texts by using pictures and/or graphic organizers | Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326 |
| <ul style="list-style-type: none"> – Predict content, events and/or outcomes in age-appropriate, texts, using illustrations, previous information from texts, and prior experiences, with limited support | Student Book: 50, 53, 89, 206, 257 |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|--|
| <ul style="list-style-type: none"> – Make comparisons across texts, using prior knowledge and experiences, with support | <p>Student Book: 56, 57, 58, 78, 79, 134, 252, 306</p> |
| <ul style="list-style-type: none"> – Monitor oral and silent reading comprehension by identifying pronunciation errors and beginning to self-correct, or by rereading and using context cues, with support | <p>Student Book: 33, 198</p> |
| <ul style="list-style-type: none"> – State purpose of age-appropriate and grade-level texts, in own words, with support | <p>Student Book: 303, 306-307</p> |
| <ul style="list-style-type: none"> – Answer inferential questions about age-appropriate, familiar texts, with support | <p>Student Book: 22, 78, 134, 190, 252, 306</p> |
| <ul style="list-style-type: none"> – Summarize content of age-appropriate, familiar texts by identifying main ideas and some supporting details | <p>Student Book: 30, 46, 158, 197-198, 199-201, 220</p> |
| <p><i>Advanced Level</i></p> <ul style="list-style-type: none"> – Answer literal and evaluative questions about age-appropriate, subject area texts, with limited support | <p>Student Book: 22, 78, 134, 190, 252, 306</p> |
| <ul style="list-style-type: none"> – Predict content, events and outcomes in age-appropriate texts, subject area texts, using illustrations, previous information from texts, and prior experiences, with limited support | <p>Student Book: 50, 53, 89, 206, 257</p> |
| <ul style="list-style-type: none"> – Demonstrate comprehension of age-appropriate, content-area texts, using pictures and/or graphic organizers, with support | <p>Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326</p> |
| <ul style="list-style-type: none"> – Make comparisons within/across content area texts, using prior knowledge and experience, with limited support | <p>Student Book: 56, 57, 58, 78, 79, 134, 252, 306</p> |
| <ul style="list-style-type: none"> – Summarize content of age-appropriate, subject area texts by identifying main ideas, some supporting details | <p>Student Book: 30, 46, 158, 197-198, 199-201, 220</p> |
| <ul style="list-style-type: none"> – Monitor oral and silent reading comprehension of grade-level texts by identifying pronunciation errors and self-correcting, or rereading and using context cues, with limited support | <p>Student Book: 33, 198</p> |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <ul style="list-style-type: none"> – Accurately recall and summarize main ideas and supporting details of text, with limited support | <p>Student Book: 30, 46, 158, 197-198, 199-201, 220</p> |
| <ul style="list-style-type: none"> – State purpose of age-appropriate, grade-level texts, in own words, with limited support | <p>Student Book: 303, 306, 307</p> |
| <ul style="list-style-type: none"> – Establish and adjust purposes for reading, with limited support | <p>Student Book: 26, 28-29, 31, 156, 196, 197, 312, 317</p> |
| <ul style="list-style-type: none"> – Answer inferential questions about age-appropriate, subject area texts, with limited support | <p>Student Book: 18, 22, 32, 53, 74, 78, 130, 134, 151, 156, 190, 197, 219, 220-221, 226, 241, 252, 306</p> |
| <ul style="list-style-type: none"> – Monitor reading comprehension by summarizing, note taking, making lists or using graphic organizers to construct meaning, with limited support | <p>Student Book: 27, 30, 46, 50-51, 52, 53, 70, 90, 97, 101, 102, 141, 146, 158, 165, 166, 168, 170, 194, 197-198, 199-201, 202, 203, 213, 214, 220, 263, 264, 268-269, 272, 276, 318, 326</p> |
| <p><i>Proficient/Trial Mainstream Level</i></p> <ul style="list-style-type: none"> – Apply reading comprehension strategies to understand age-appropriate and grade-level texts, independently | <p>Student Book: 30, 46, 49-57, 83, 89, 158, 197-198, 199-201, 206, 207, 257</p> |
| <ul style="list-style-type: none"> – Demonstrate comprehension of age-appropriate, content-area texts, by using pictures and/or graphic organizers | <p>Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326</p> |
| <ul style="list-style-type: none"> – State purpose of age-appropriate, grade-level texts, in own words, independently | <p>Student Book: 303, 306, 307</p> |
| <ul style="list-style-type: none"> – Ask and answer literal, inferential and evaluative questions about age-appropriate and grade-level texts, independently | <p>Student Book: 18, 22, 32, 53, 74, 78, 130, 134, 151, 156, 190, 197, 219, 220-221, 226, 241, 252, 306</p> |
| <ul style="list-style-type: none"> – Make critical comparisons across content texts, noting author’s style as well as literal and implied content of text, independently | <p>Student Book: 56, 57, 58, 78, 79, 134, 252, 306</p> |
| <ul style="list-style-type: none"> – Monitor reading comprehension by summarizing, note taking, making lists or graphic organizers to construct meaning | <p>Student Book: 27, 30, 46, 50-51, 52, 53, 70, 90, 97, 101, 102, 141, 146, 158, 165, 166, 168, 170, 194, 197-198, 199-201, 202, 203, 213, 214, 220, 263, 264, 268-269, 272, 276, 318, 326</p> |

Standard 3.4

Read for varied purposes

| Benchmarks, Grades 6-8 | ACCESS English |
|--|---|
| <p><i>Beginning Level</i></p> <p>– Identify purposes for reading, including to gain information, to perform a task, for enjoyment or for a literary experience</p> | <p>Student Book: 26, 28-29, 31, 156, 196, 197, 312, 317</p> |
| <p>– Read and follow simple, one-step written instructions</p> | <p>Student Book: 17, 316, 317, 319</p> |
| <p>– Identify age-appropriate, simplified texts as fact or fiction</p> | <p>Student Book: 256, 322</p> |
| <p>– Read age-appropriate, simplified informational texts, and identify main ideas and supporting details</p> | <p>Student Book: 130-134, 137-145, 185-190, 304-306, 312-317</p> |
| <p>– Identify information in simple diagrams, charts, graphs and maps</p> | <p>Student Book: 149-155, 158, 159, 310-311, 314-315, 317</p> |
| <p>– Read age-appropriate, simplified literary texts, and identify basic components such as theme, main characters and setting</p> | <p>Student Book: 74-78, 241-252, 255, 258-263, 264</p> |
| <p>– Read and comprehend simple poems with visuals or illustrations</p> | <p>Student Book: 18-21</p> |
| <p>– Use the table of contents, glossary, captions and illustrations in age-appropriate, simplified texts to identify basic information, with support</p> | <p>Student Book: 29, 149-155, 156, 158, 194-195, 196, 309-311, 313, 314-315, 341</p> |
| <p><i>Intermediate Level</i></p> <p>– Read and follow multi-step written instructions, with support</p> | <p>Student Book: 17, 316, 317, 319</p> |
| <p>– Read age-appropriate, grade-level informational texts, and identify main ideas and supporting details, with support</p> | <p>Student Book: 130-134, 137-145, 185-190, 304-306, 312-317</p> |
| <p>– Identify information in diagrams, charts, graphs and maps</p> | <p>Student Book: 149-155, 158, 159, 310-311, 314-315, 317</p> |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <ul style="list-style-type: none"> – Read age-appropriate, grade-level literary texts and poems, with support, and identify basic components such as theme, main characters and setting | <p>Student Book: 18-21, 74-78, 241-252, 255, 258-263, 264</p> |
| <ul style="list-style-type: none"> – Identify age-appropriate, grade-level texts as fact or fiction | <p>Student Book: 256, 322</p> |
| <ul style="list-style-type: none"> – Use the table of contents, glossary, captions and illustrations in age-appropriate, grade-level texts to identify basic information, with limited support | <p>Student Book: 29, 149-155, 156, 158, 194-195, 196, 309-311, 313, 314-315, 341</p> |
| <ul style="list-style-type: none"> – Identify fact, opinion, cause and effect, with support | <p>Student Book: 95, 101, 166-167, 170, 185, 191, 322-323</p> |
| <ul style="list-style-type: none"> – Read and use a variety of texts, books, magazines, newspapers, online resources to research information on a given topic, with support | <p>Student Book: 41, 156-157, 217-221, 225, 226, 341</p> |
| <p><i>Advanced Level</i></p> <ul style="list-style-type: none"> – Use the table of contents, glossary, captions and illustrations in age-appropriate, grade-level texts to identify basic information, independently | <p>Student Book: 29, 149-155, 156, 158, 194-195, 196, 309-311, 313, 314-315, 341</p> |
| <ul style="list-style-type: none"> – Identify and explain defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction, with limited support | <p>Student Book: 17, 134, 138-139, 256</p> |
| <ul style="list-style-type: none"> – Draw conclusions from information found in grade-level texts, with limited support | <p>Student Book: 50, 56, 83, 207</p> |
| <ul style="list-style-type: none"> – Read for varied purposes; use text features to aid with comprehension, with limited support | <p>Student Book: 220, 225, 226</p> |
| <ul style="list-style-type: none"> – Analyze, compare and contrast characters, setting, theme, point of view and plot of text, with limited support | <p>Student Book: 99, 126, 129, 138, 241, 256-257, 258, 259, 261, 262, 263, 280, 283, 284</p> |
| <ul style="list-style-type: none"> – Distinguish between fact and opinion, cause and effect in content areas, with limited support | <p>Student Book: 95, 101, 166-167, 170, 185, 191, 322-323</p> |
| <ul style="list-style-type: none"> – Locate and use a variety of texts, books, magazines, newspapers, online resources to research information on a given topic, with limited support | <p>Student Book: 41, 156-157, 217-221, 225, 226, 341</p> |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <ul style="list-style-type: none"> – Recognize and discuss plagiarism and its effects, with limited support | <p>Student Book: 218, 225</p> |
| <p><i>Proficient/Trial Mainstream Level</i></p> <ul style="list-style-type: none"> – Identify and explain defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction, independently | <p>Student Book: 17, 134, 138-139, 256</p> |
| <ul style="list-style-type: none"> – Draw conclusions from information found in grade-level texts, independently | <p>Student Book: 50, 56, 83, 207</p> |
| <ul style="list-style-type: none"> – Read for varied purposes; use text features to aid with comprehension | <p>Student Book: 18-21, 74-77, 130-133, 186-189, 220, 225, 226, 242-251, 304-305</p> |
| <ul style="list-style-type: none"> – Analyze, compare and contrast characters, setting, theme, point of view and plot of text, independently | <p>Student Book: 99, 126, 129, 138, 241, 256-257, 258, 259, 261, 262, 263, 280, 283, 284</p> |
| <ul style="list-style-type: none"> – Distinguish between fact and opinion, cause and effect in content areas, independently | <p>Student Book: 95, 101, 166-167, 170, 185, 191, 322-323</p> |
| <ul style="list-style-type: none"> – Locate and use a variety of texts, books, magazines, newspapers, online resources to research information on a given topic, with limited support | <p>Student Book: 41, 156-157, 217-221, 225, 226, 341</p> |
| <ul style="list-style-type: none"> – Recognize and discuss plagiarism and its effects | <p>Student Book: 218, 225</p> |
| <ul style="list-style-type: none"> – Identify persuasive techniques such as “bandwagon,” testimonials, transfers, “glittering” generalities, emotional word repetition, “bait and switch,” | <p>Student Book: 322-323</p> |

Language Domain: Writing

4. LEP Students will develop the English Language writing skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.

Standard 4.1

Write using appropriate conventions and grammar

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <p><i>Beginning Level</i></p> <p>– Write simple sentences with correct capitalization, punctuation, spelling and grammar, following a model</p> | <p>Student Book: 61, 62, 64, 68, 69, 70</p> |
| <p>– Write most common contractions correctly</p> | <p>Student Book: 124</p> |
| <p><i>Intermediate Level</i></p> <p>– Write simple sentences independently with correct capitalization, punctuation, spelling and moderate control of grammar</p> | <p>Student Book: 61, 62, 64, 68, 69, 70</p> |
| <p>– Write more complex sentences with correct capitalization, punctuation, spelling and moderate control of grammar, following a model</p> | <p>Student Book: 61, 62, 63, 64, 65, 68, 69, 70, 293</p> |
| <p><i>Advanced Level</i></p> <p>– Write simple sentences independently with correct capitalization, punctuation, spelling and control of grammar</p> | <p>Student Book: 61, 62, 64, 68, 69, 70</p> |
| <p>– Write a variety of sentence structures independently with correct capitalization, punctuation, spelling and moderate control of grammar</p> | <p>Student Book: 61, 62, 63, 64, 65, 68, 69, 70, 293</p> |
| <p><i>Proficient/Trial Mainstream Level</i></p> <p>– Write sentences at grade-level expectations independently with correct capitalization, punctuation, spelling and good control of grammar</p> | <p>Student Book: 61, 62, 64, 68, 69, 70</p> |
| <p>– Write a variety of sentence structures at grade-level expectations independently with correct capitalization, punctuation, spelling and good control of grammar</p> | <p>Student Book: 61, 62, 63, 64, 65, 68, 69, 70, 293</p> |

Standard 4.2

Write for varied purposes and audiences, with appropriate tone and voice, using various media

(Note: Implicit in this standard is that students will use technology as a writing tool.)

| Benchmarks, Grades 6-8 | ACCESS English |
|--|---|
| <p><i>Beginning Level</i></p> <p>– Write simple personal and reflective journal entries, with extensive support</p> | <p>Student Book: 27, 50, 58, 143, 275</p> |
| <p>– Write simple notes and letters, with extensive support</p> | <p>Student Book: 336-337, 338</p> |
| <p>– Write simple narratives and poems, with extensive support</p> | <p>Student Book: 23, 135, 266-277</p> |
| <p>– Write as a learning strategy, such as taking notes and completing graphic organizers, with extensive support</p> | <p>Student Book: 27, 34, 50, 51, 52, 53, 89, 97, 101, 102, 141, 145, 146, 166, 168, 170, 194, 199-201, 202, 203, 213, 264, 269, 272, 276, 303, 318</p> |
| <p>– Write to demonstrate learning, share ideas and present new information, in simple formats with considerable support</p> | <p>Student Book: 34, 45, 46, 55, 58, 65, 69, 70, 90, 102, 114, 126, 146, 158, 164-165, 170, 182, 183, 185, 191, 202, 214, 220-225, 226, 235, 238, 264, 270-275, 286-287, 288, 289, 318, 319, 328-329, 330, 342</p> |
| <p><i>Intermediate Level</i></p> <p>– Write personal and reflective journal entries, with support</p> | <p>Student Book: 27, 50, 58, 143, 275</p> |
| <p>– Write notes and letters, with support</p> | <p>Student Book: 333-342</p> |
| <p>– Write narratives and poems, with support</p> | <p>Student Book: 23, 135, 182, 264, 266-275, 276, 277, 278-287, 288</p> |
| <p>– Write as a learning strategy, with support</p> | <p>Student Book: 27, 34, 50, 51, 52, 53, 89, 97, 101, 102, 141, 145, 146, 166, 168, 170, 194, 199-201, 202, 203, 213, 264, 269, 272, 276, 303, 318</p> |
| <p>– Write to demonstrate learning, share ideas and present new information, with support</p> | <p>Student Book: 34, 45, 46, 55, 58, 65, 69, 70, 90, 102, 114, 126, 146, 158, 164-165, 170, 182, 183, 185, 191, 202, 214, 220-225, 226, 235, 238, 264, 270-275, 286-287, 288, 289, 318, 319, 328-329, 330, 342</p> |
| <p>– Write to demonstrate learning, with support</p> | <p>Student Book: 34, 45, 46, 65, 69, 70, 90, 102, 114, 126, 146, 158, 164-165, 170, 183, 191, 214, 220-225, 226, 235, 238, 264, 270-275, 286-287, 288, 289, 318, 319, 328-329, 330, 342</p> |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <p><i>Advanced Level</i></p> <p>– Write simple personal and reflective journal entries, with extensive support</p> | <p>Student Book: 27, 50, 58, 143, 275</p> |
| <p>– Write simple notes and letters, with extensive support</p> | <p>Student Book: 333-342</p> |
| <p>– Write narratives and poems, with limited support</p> | <p>Student Book: 23, 135, 182, 264, 266-275, 276, 277, 278-287, 288</p> |
| <p>– Write as a learning strategy, with limited support</p> | <p>Student Book: 27, 34, 50, 51, 52, 53, 89, 97, 101, 102, 141, 145, 146, 166, 168, 170, 194, 199-201, 202, 203, 213, 264, 269, 272, 276, 303, 318</p> |
| <p>– Write to demonstrate learning, share ideas and present new information, with limited support</p> | <p>Student Book: 34, 45, 46, 55, 58, 65, 69, 70, 90, 102, 114, 126, 146, 158, 164-165, 170, 182, 183, 185, 191, 202, 214, 220-225, 226, 235, 238, 264, 270-275, 286-287, 288, 289, 318, 319, 328-329, 330, 342</p> |
| <p><i>Proficient/Trial Mainstream Level</i></p> <p>– Write personal and reflective journal entries, independently</p> | <p>Student Book: 27, 50, 58, 143, 275</p> |
| <p>– Write notes and letters, independently</p> | <p>Student Book: 333-342</p> |
| <p>– Write narratives and poems, independently</p> | <p>Student Book: 23, 135, 182, 264, 266-275, 276, 277, 278-287, 288</p> |
| <p>– Write as a learning strategy, independently</p> | <p>Student Book: 27, 34, 50, 51, 52, 53, 89, 97, 101, 102, 141, 145, 146, 166, 168, 170, 194, 199-201, 202, 203, 213, 264, 269, 272, 276, 303, 318</p> |
| <p>– Write to demonstrate learning, share ideas and present new information, independently</p> | <p>Student Book: 34, 45, 46, 55, 58, 65, 69, 70, 90, 102, 114, 126, 146, 158, 164-165, 170, 182, 183, 185, 191, 202, 214, 220-225, 226, 235, 238, 264, 270-275, 286-287, 288, 289, 318, 319, 328-329, 330, 342</p> |

Standard 4.3

Write following the writing process

| Benchmarks, Grades 6-8 | ACCESS English |
|--|---|
| <p><i>Beginning Level</i></p> <p>– Use prewriting strategies to generate and organize ideas for writing about a given topic, with extensive support</p> | <p>Student Book: 38, 40-41, 164-166, 168, 170, 217, 219, 220, 221, 270-271, 282-286, 288, 328, 330</p> |
| <p>– Draft complete sentences based on pre-writing activities, with extensive support</p> | <p>Student Book: 42, 167, 169, 170, 222-223, 272, 286, 288, 328-329, 330</p> |
| <p>– Review and revise draft sentences, with extensive support, for content, organization and vocabulary</p> | <p>Student Book: 43, 224, 274-275, 287, 329</p> |
| <p>– Edit written work for mechanics and structure, with extensive support</p> | <p>Student Book: 44, 224, 274-275, 287, 329</p> |
| <p>– Judge quality of writing, with extensive support</p> | <p>Student Book: 43, 274-275</p> |
| <p>– Publish for display and/or sharing, using available technology, with extensive support</p> | <p>Student Book: 45, 225, 287, 329</p> |
| <p><i>Intermediate Level</i></p> <p>– Use prewriting strategies to generate and organize ideas for writing about a given topic, with extensive support</p> | <p>Student Book: 38, 40-41, 164-166, 168, 170, 217, 219, 220, 221, 270-271, 282-286, 288, 328, 330</p> |
| <p>– Edit written work for mechanics and structure to improve fluency, with support</p> | <p>Student Book: 44, 224, 274-275, 287, 329</p> |
| <p>– Judge quality of writing, with support</p> | <p>Student Book: 43, 274-275</p> |
| <p>– Publish for display and/or sharing, using available technology, with support</p> | <p>Student Book: 45, 225, 287, 329</p> |
| <p>– Organize and draft a paragraph based on pre-writing activities, with support</p> | <p>Student Book: 42, 167, 169, 170, 222-223, 272, 286, 288, 328-329, 330</p> |
| <p>– Review and revise draft paragraphs, with support, for content, organization and vocabulary</p> | <p>Student Book: 43, 224, 274-275, 287, 329</p> |

| Benchmarks, Grades 6-8 | ACCESS English |
|---|---|
| <p><i>Advanced Level</i></p> <p>– Develop topic for writing and apply prewriting strategies to organize ideas, with limited support</p> | <p>Student Book: 38, 40-41, 164-166, 168, 170, 217, 219, 220, 221, 270-271, 282-286, 288, 328, 330</p> |
| <p>– Organize and draft a composition based on pre-writing activities, with limited support</p> | <p>Student Book: 42, 167, 169, 170, 222-223, 272, 286, 288, 328-329, 330</p> |
| <p>– Review and revise draft composition, with limited support, for content, organization and vocabulary</p> | <p>Student Book: 43, 224, 274-275, 287, 329</p> |
| <p>– Edit written work for mechanics and structure to improve fluency, with limited support</p> | <p>Student Book: 44, 224, 274-275, 287, 329</p> |
| <p>– Judge quality of writing, with limited support</p> | <p>Student Book: 43, 274-275</p> |
| <p>– Publish for display and/or sharing, using available technology, with limited support</p> | <p>Student Book: 45, 225, 287, 329</p> |
| <p><i>Proficient/Trial Mainstream</i></p> <p>– Organize and draft a composition based on pre-writing activities, independently</p> | <p>Student Book: 42, 167, 169, 170, 222-223, 272, 286, 288, 328-329, 330</p> |
| <p>– Review and revise draft composition, independently, for content, organization and vocabulary</p> | <p>Student Book: 43, 224, 274-275, 287, 329</p> |
| <p>– Edit written work for mechanics and structure to improve fluency, independently</p> | <p>Student Book: 44, 224, 274-275, 287, 329</p> |
| <p>– Judge quality of writing, independently</p> | <p>Student Book: 43, 274-275</p> |
| <p>– Publish for display and/or sharing, using available technology, independently</p> | <p>Student Book: 45, 225, 287, 329</p> |
| <p>– Develop topic for writing and apply prewriting strategies to organize ideas, independently</p> | <p>Student Book: 38, 40-41, 164-166, 168, 170, 217, 219, 220, 221, 270-271, 282-286, 288, 328, 330</p> |

Standard 4.4

Write using a range of vocabulary, sentence structures and verb tenses

| Benchmarks, Grades 6-8 | ACCESS English |
|--|--|
| <p><i>Beginning Level</i></p> <p>– Use basic and high-frequency vocabulary and simple structures to communicate ideas</p> | <p>Student Book: 70, 90, 102, 114, 164-169, 222-225, 275, 319, 328-329, 336-341</p> |
| <p><i>Intermediate Level</i></p> <p>– Use basic vocabulary and common structures to communicate range of ideas</p> | <p>Student Book: 70, 90, 102, 114, 164-169, 222-225, 275, 319, 328-329, 336-341</p> |
| <p>– Express ideas using present, past and future tenses</p> | <p>Student Book: 103, 171, 180-183, 232, 234-237, 239</p> |
| <p><i>Advanced Level</i></p> <p>– Use more extensive vocabulary, common idioms and variety of structures to express a wider range of ideas</p> | <p>Student Book: 164-169, 222-225, 275, 319, 328-329, 336-341</p> |
| <p>– Express ideas using a wider range of verb tenses</p> | <p>Student Book: 103, 171, 180-183, 232, 234-237, 239</p> |
| <p><i>Proficient/Trial Mainstream</i></p> <p>– Express complex ideas and use a wide range of vocabulary, idioms and structures</p> | <p>Student Book: 164-169, 222-225, 275, 319, 328-329, 336-341</p> |
| <p>– Express ideas using a full range of verb tenses</p> | <p>Student Book: 103, 171, 180-183, 232, 234-237, 239</p> |
| <p>– Use appropriate language structures and content vocabulary for academic subjects</p> | <p>Student Book: 222-225, 275, 319</p> |



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