

# ACCESS AMERICAN HISTORY

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correlated to

## WIDA Consortium English Language Proficiency Standards Grades 6-8



EDUCATION GROUP



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YOUR WISCONSIN GREAT SOURCE REPRESENTATIVE

**JANICE BRATEL**

800-289-4490, option 4

Janice\_Bratel@hmco.com



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**correlated to**  
**WIDA Consortium English Language Proficiency Standards**  
**Grades 6-8**

**English Language Proficiency Standard 5**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

**Domain: Listening**

Process, understand, interpret, and evaluate spoken language in a variety of situations

| Combined Framework Standard, Grades 6-8  | ACCESS American History  |
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| <p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., “Locate corn on the map.”)</li> </ul> | <p><b>Student Book:</b> 12-17, 22, 31, 32-33, 35, 38, 50, 75, 96, 105, 106, 108, 111, 117, 122, 129, 132, 140, 142, 145, 149, 151, 152, 155, 163, 169, 189, 200-201, 214, 227, 236, 237, 239, 261, 269</p> <p><b>Teacher’s Edition:</b> 12-17, 22, 31, 32-33, 35, 38, 50, 75, 96, 105, 106, 108, 111, 117, 122, 129, 132, 140, 142, 145, 149, 151, 152, 155, 163, 169, 189, 200-201, 214, 227, 236, 237, 239, 261, 269</p> |
| <ul style="list-style-type: none"> <li>locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands</li> </ul>                    | <p><b>Student Book:</b> 12-17, 22, 31, 32-33, 35, 38, 50, 75, 96, 105, 106, 108, 111, 117, 122, 129, 132, 140, 142, 145, 151, 152, 155, 163, 169, 189, 200-201, 214, 227, 236, 237, 239, 261, 269</p> <p><b>Teacher’s Edition:</b> 12-17, 22, 31, 32-33, 35, 38, 50, 75, 96, 105, 106, 108, 111, 117, 122, 129, 132, 140, 142, 145, 151, 152, 155, 163, 169, 189, 200-201, 214, 227, 236, 237, 239, 261, 269</p>           |
| <p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>locate resources or products on maps or graphs from oral descriptions (e.g., “Show where corn is grown.”)</li> </ul>                   | <p><b>Student Book:</b> 17-18, 22-23, 33, 50, 149, 189</p> <p><b>Teacher’s Edition:</b> 17-18, 22-23, 33, 50, 149, 189</p>   |
| <ul style="list-style-type: none"> <li>select appropriate maps to identify regions, countries, or land forms from oral statements.</li> </ul>  | <p><b>Student Book:</b> 33, 105, 203, 204, 207</p> <p><b>Teacher’s Edition:</b> 33, 105, 203, 204, 207</p>   |

| Combined Framework Standard, Grades 6-8   | ACCESS American History  |
|---|--|
| <p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., “IL grows corn and wheat; AR produces cotton and rice.”)</li> </ul>    | <p><b>Student Book:</b> 17-18, 22-23, 33, 50, 266, 269</p> <p><b>Teacher’s Edition:</b> 17-18, 22-23, 33, 50, 266, 269</p> |
| <ul style="list-style-type: none"> <li>select appropriate maps based on oral information about regions, countries, land forms, or highways</li> </ul>   | <p><b>Student Book:</b> 33, 105, 203, 204, 207</p> <p><b>Teacher’s Edition:</b> 33, 105, 203, 204, 207</p>                 |
| <p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>find patterns associated with resources or products of regions described orally (e.g., “The Northeast and Midwest manufacture more goods than the South.”)</li> </ul> | <p><b>Student Book:</b> 17-18, 50, 129, 155, 266 269</p> <p><b>Teacher’s Edition:</b> 17-18, 50, 129, 155, 266 269</p>     |
| <ul style="list-style-type: none"> <li>compare and contrast different types of maps from oral descriptions</li> </ul>   | <p><b>Student Book:</b> 12-17, 33, 105</p> <p><b>Teacher’s Edition:</b> 12-17, 33, 105</p>                                 |
| <p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>draw conclusions about resources or products in various regions based on oral descriptions (e.g., “There is more manufacturing near rivers.”)</li> </ul>               | <p><b>Student Book:</b> 17-18, 50, 155, 266, 269</p> <p><b>Teacher’s Edition:</b> 17-18, 50, 155, 266, 269</p>             |
| <ul style="list-style-type: none"> <li>evaluate the usefulness of different types of maps for different purposes from oral descriptions</li> </ul>  | <p><b>Student Book:</b> 33, 105</p> <p><b>Teacher’s Edition:</b> 33, 105</p>   |

## D o m a i n : S p e a k i n g

**Engage in oral communication in a variety of situations for a variety of purposes and audiences**

| Combined Framework Standard, Grades 6-8  | ACCESS American History  |
|--|--|
| <p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>associate events or people with time frames in U.S. or world history shown on timelines or in graphics</li> </ul> | <p><b>Student Book:</b> 45, 68-69, 117, 125, 152-153, 201, 209</p> <p><b>Teacher’s Edition:</b> 45, 68-69, 117, 125, 152-153, 201, 209</p>   |
| <ul style="list-style-type: none"> <li>identify historical, governmental, or social figures or events from photographs and illustrations</li> </ul>                                      | <p><b>Student Book:</b> 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 183, 186, 198, 210, 216, 222, 234, 246, 250, 258, 270, 282, 294</p> <p><b>Teacher’s Edition:</b> 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 183, 186, 198, 210, 216, 222, 234, 246, 250, 258, 270, 282, 294</p> |

| Combined Framework Standard, Grades 6-8  | ACCESS American History  |
|--|--|
| <p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>list features or characteristics of major events or people in U.S. or world history depicted in illustrations</li> </ul>                       | <p><b>Student Book:</b> 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 183, 186, 198, 210, 216, 222, 234, 246, 250, 258, 270, 282, 294</p> <p><b>Teacher’s Edition:</b> 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 183, 186, 198, 210, 216, 222, 234, 246, 250, 258, 270, 282, 294</p> |
| <ul style="list-style-type: none"> <li>describe historical, governmental, or social figures or events from photographs, illustrations and video</li> </ul>   | <p><b>Student Book:</b> 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 183, 186, 198, 210, 216, 222, 234, 246, 250, 258, 270, 282, 294</p> <p><b>Teacher’s Edition:</b> 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 183, 186, 198, 210, 216, 222, 234, 246, 250, 258, 270, 282, 294</p> |
| <p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>discuss the significance of major events or people in U.S. or world history (e.g., “This is important because...”)</li> </ul>                 | <p><b>Student Book:</b> 49, 76, 83, 87, 112, 159, 171, 220, 231, 264</p> <p><b>Teacher’s Edition:</b> 49, 76, 83, 87, 112, 159, 171, 220, 231, 264</p>   |
| <ul style="list-style-type: none"> <li>role play scenes from historical events or the lives of governmental or social figures from photographs, illustrations, video, and readings</li> </ul>                          | <p><b>Student Book:</b> 89, 101, 121, 137, 185, 197, 221</p> <p><b>Teacher’s Edition:</b> 89, 101, 121, 137, 185, 197, 221</p>   |
| <p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>provide reasons behind major events or people’s actions in U.S. or world history</li> </ul>  | <p><b>Student Book:</b> 35, 47, 61, 64, 73, 95, 107, 124, 133, 145, 149, 157, 167, 215, 227, 256, 265</p> <p><b>Teacher’s Edition:</b> 35, 47, 61, 64, 73, 95, 107, 124, 133, 145, 149, 157, 167, 215, 227, 256, 265</p>   |
| <ul style="list-style-type: none"> <li>re-enact historical events or the lives of governmental or social figures based on multi-media</li> </ul>   | <p><b>Student Book:</b> 113, 173</p> <p><b>Teacher’s Edition:</b> 113, 173</p>   |
| <p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>explain cause and effect of the major events and people’s actions in U.S. or world history (e.g., “This happened as a result of...”)</li> </ul> | <p><b>Student Book:</b> 57, 59, 65, 148, 179, 208, 215, 218-219, 230, 243, 249, 253, 268</p> <p><b>Teacher’s Edition:</b> 57, 59, 65, 148, 179, 208, 215, 218-219, 230, 243, 249, 253, 268</p>   |
| <ul style="list-style-type: none"> <li>participate in plays or give monologues of historical events or people</li> </ul>   | <p><b>Student Book:</b> 41, 113, 173, 209, 221, 257</p> <p><b>Teacher’s Edition:</b> 41, 113, 173, 209, 221, 257</p>   |

## D o m a i n : R e a d i n g

**Process, interpret, and evaluate written Language, symbols, and text with understanding and fluency**

| Combined Framework Standard, Grades 6-8   | ACCESS American History  |
|---|--|
| <p><b>Level 1: Entering</b></p> <ul style="list-style-type: none"> <li>identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases</li> </ul>            | <p><b>Student Book:</b> 282-293, 294-305</p> <p><b>Teacher’s Edition:</b> 282-293, 294-305</p>                                 |
| <ul style="list-style-type: none"> <li>chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period)</li> </ul>                           | <p><b>Student Book:</b> 21, 129, 132, 189, 261, 266, 269</p> <p><b>Teacher’s Edition:</b> 21, 129, 132, 189, 261, 266, 269</p> |
| <p><b>Level 2: Beginning</b></p> <ul style="list-style-type: none"> <li>match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements</li> </ul>          | <p><b>Student Book:</b> 282-293, 294-305</p> <p><b>Teacher’s Edition:</b> 282-293, 294-305</p>                                 |
| <ul style="list-style-type: none"> <li>compare data based on same year information from text and charts (e.g., “Which state has the most people today?”)</li> </ul>   | <p><b>Student Book:</b> 132, 189, 266</p> <p><b>Teacher’s Edition:</b> 132, 189, 266</p>                                       |
| <p><b>Level 3: Developing</b></p> <ul style="list-style-type: none"> <li>match examples of the rights and responsibilities of people in the U.S. or other countries with written descriptions</li> </ul>            | <p><b>Student Book:</b> 282-293, 294-305</p> <p><b>Teacher’s Edition:</b> 282-293, 294-305</p>                                 |
| <ul style="list-style-type: none"> <li>compare data from year-to-year based on information from text and charts (e.g., “Which crop is produced less today than five years ago?”)</li> </ul>                         | <p><b>Student Book:</b> 129, 261, 269</p> <p><b>Teacher’s Edition:</b> 129, 261, 269</p>                                       |
| <p><b>Level 4: Expanding</b></p> <ul style="list-style-type: none"> <li>analyze the rights or responsibilities of people in the U.S. or other countries from social studies text</li> </ul>                         | <p><b>Student Book:</b> 282-293, 294-305</p> <p><b>Teacher’s Edition:</b> 282-293, 294-305</p>                                 |
| <ul style="list-style-type: none"> <li>predict data for upcoming years based on information from text and charts (e.g., “If this trend continues, which state will have the most people in five years?”)</li> </ul> | <p><b>Student Book:</b> 261</p> <p><b>Teacher’s Edition:</b> 261</p>   |

| <b>Combined Framework Standard, Grades 6-8</b>   | <b>ACCESS American History</b>  |
|--|---|
| <b>Level 5: Bridging</b> <ul style="list-style-type: none"> <li>infer the rights or responsibilities of people in the U.S. or other countries from grade-level social studies text</li> </ul>                      | <b>Student Book:</b> 282-293, 294-305<br><b>Teacher’s Edition:</b> 282-293, 294-305 |
| <ul style="list-style-type: none"> <li>interpret data from year-to-year based on information from grade level text and charts (e.g., “Why do you think X crop has increased over the past five years?”)</li> </ul> | <b>Student Book:</b> 261, 269<br><b>Teacher’s Edition:</b> 261, 269                 |

**D o m a i n : W r i t i n g**

**Engage in written communication in a variety of forms for a variety of purposes and audiences**

| <b>Combined Framework Standard, Grades 6-8</b>   | <b>ACCESS American History</b>  |
|--|---|
| <b>Level 1: Entering</b> <ul style="list-style-type: none"> <li>label features of U.S. or other governments through illustrations</li> </ul>                         | <b>Student Book:</b> 270, 272, 273, 279, 280, 281, 284<br><b>Teacher’s Edition:</b> 270, 272, 273, 279, 280, 281, 284   |
| <ul style="list-style-type: none"> <li>use graphic organizers to produce features of historical periods</li> </ul>   | <b>Student Book:</b> 52, 88, 100, 112, 124, 136, 148, 184, 196, 208, 220, 232, 256<br><b>Teacher’s Edition:</b> 52, 88, 100, 112, 124, 136, 148, 184, 196, 208, 220, 232, 256 |
| <b>Level 2: Beginning</b> <ul style="list-style-type: none"> <li>describe functions of U.S. or other governments using graphic organizers</li> </ul>                 | <b>Student Book:</b> 270-281<br><b>Teacher’s Edition:</b> 270-281   |
| <ul style="list-style-type: none"> <li>use graphic organizers to compare features of historical periods</li> </ul>   | <b>Student Book:</b> 28, 172, 244<br><b>Teacher’s Edition:</b> 28, 172, 244   |
| <b>Level 3: Developing</b> <ul style="list-style-type: none"> <li>compare/contrast functions of the U.S. or other governments based on graphic organizers</li> </ul> | <b>Student Book:</b> 270-281<br><b>Teacher’s Edition:</b> 270-281   |
| <ul style="list-style-type: none"> <li>use graphic organizers to produce descriptions of historical periods</li> </ul>   | <b>Student Book:</b> 40, 64, 268<br><b>Teacher’s Edition:</b> 40, 64, 268   |
| <b>Level 4: Expanding</b> <ul style="list-style-type: none"> <li>analyze functions of the U.S. or other governments in response to recent events</li> </ul>          | <b>Student Book:</b> 262-269, 270-281<br><b>Teacher’s Edition:</b> 262-269, 270-281   |

| Combined Framework Standard, Grades 6-8   | ACCESS American History  |
|---|--|
| <ul style="list-style-type: none"> <li>use graphic organizers to produce contrastive summaries of historical periods</li> </ul>   | <p><b>Student Book:</b> 76, 160, 244</p> <p><b>Teacher's Edition:</b> 76, 160, 244</p>   |
| <p><b>Level 5: Bridging</b></p> <ul style="list-style-type: none"> <li>discuss which functions of the U.S. or other governments are most effective and why (such as branches or elected officials)</li> </ul> | <p><b>Student Book:</b> 270-281, 282-293</p> <p><b>Teacher's Edition:</b> 270-281, 282-293</p>   |
| <ul style="list-style-type: none"> <li>use graphic organizers to produce historical essays</li> </ul>   | <p><b>Student Book:</b> 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244, 256, 268</p> <p><b>Teacher's Edition:</b> 28, 40, 52, 64, 76, 88, 100, 112, 124, 136, 148, 160, 172, 184, 196, 208, 220, 232, 244, 256, 268</p> |



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