

Publisher: Great Source Education Group			Program Title: <i>ACCESS Math</i>		
ELD Proficiency Levels:			<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s		
	Beginning (B)	X	Early Advanced (EA)		
X	Early Intermediate (EI)	X	Advanced (A)		
X	Intermediate (I)				

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802 & SB1113 – Budget Act 2004-2005)**

Grades 6-8 ELD Reading Standards					ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation
<input type="checkbox"/> <b>Word Analysis</b> <input type="checkbox"/> B1. Recognize and correctly pronounce most English phonemes while reading aloud. <input type="checkbox"/> B2. Recognize the most common English morphemes in phrases and simple sentences. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> B3. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. <input type="checkbox"/> B4. Respond with appropriate short phrases or sentences	<input type="checkbox"/> <b>Word Analysis</b> <input type="checkbox"/> EI1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts. <input type="checkbox"/> EI2. Use common English morphemes in oral and silent reading. <input type="checkbox"/> EI3. Recognize obvious cognates (e.g., <i>education, educación, universidad, universidad</i> ) in phrases, simple sentences, literature, and content area texts. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> EI4. Use	<input type="checkbox"/> <b>Word Analysis</b> <input type="checkbox"/> I1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. <input type="checkbox"/> I2. Identify cognates (e.g., <i>agonía, agony</i> ) and false cognates (e.g., <i>éxito, exit</i> ) in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> I3. Use a standard dictionary to determine meanings of unknown words. <input checked="" type="checkbox"/> I4. Use knowledge	<input type="checkbox"/> <b>Word Analysis</b> <input type="checkbox"/> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> EA2. Distinguish between cognates and false cognates in literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<input type="checkbox"/> <b>Word Analysis</b> <input type="checkbox"/> A1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. <input type="checkbox"/> A2. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. <b>Fluency and Systematic Vocabulary Development</b> <input checked="" type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content	<input checked="" type="checkbox"/> <b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. <b>Vocabulary and Concept Development</b> <input checked="" type="checkbox"/> 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. <input checked="" type="checkbox"/> 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical	<u>ELD Standards</u> <u>I3, EI4, EI5, EA5, A4, A6 &amp; ELA Standard 1.0</u> <u>Pupil's Edition, ACCESS Math, Math, Glossary, pp. 301-312 and Key Concepts pp. 16, 21, 26, 31, 38, 41, 48, 53, 60, 65, 70, 75, 82, 80, 92, 97, 104, 109, 114, 119, 124, 129, 136, 141, 146, 151, 158, 163, 168, 173, 180, 185, 190, 195, 200, 205, 212, 217, 222, 227, 234, 239, 244, 249, 256, 261, 266, 271, 278, 283</u> <u>Teacher's Edition, ACCESS Math, Glossary, pp. T32-T35 and Key Concepts pp. 16, 21, 26, 31, 38, 41, 48, 53, 60, 65, 70,</u>

\*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).

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<input type="checkbox"/> in various social and academic settings (e.g., answer simple questions).  <input type="checkbox"/> B5. Create a simple dictionary of words frequently used by the student.  <input type="checkbox"/> B6. Retell stories by using phrases and sentences.  <input type="checkbox"/> B7. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).  <b>Reading Comprehension</b>  <input type="checkbox"/> B8. Read simple text and orally respond to factual comprehension	<input checked="" type="checkbox"/> knowledge of literature and content areas to understand unknown words.  <input type="checkbox"/> EI5. Read simple paragraphs and passages independently.  <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  <input type="checkbox"/> EI7. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.  <input type="checkbox"/> EI8. Use a standard dictionary	<input checked="" type="checkbox"/> of English morphemes, phonics, and syntax to decode text.  <input checked="" type="checkbox"/> I5. Recognize simple idioms, analogies, figures of speech (e.g., to "take a fall"), and metaphors in literature and texts in content areas.  <input type="checkbox"/> I6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.  <input type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently.	<input checked="" type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.  <input checked="" type="checkbox"/> EA5. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).  <input type="checkbox"/> EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.  <input type="checkbox"/> EA7. Recognize idioms, analogies, and metaphors used in literature	<input checked="" type="checkbox"/> areas.  <input checked="" type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading.  <input checked="" type="checkbox"/> A5. Use common idioms and some analogies (e.g., "shine like a star," "let the cat out of the bag") and metaphors.  <input checked="" type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words.  <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> A7. Identify and explain the main ideas and critical details of	<input checked="" type="checkbox"/> influences on English word meanings. 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.  <input checked="" type="checkbox"/> <b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of	75, 82, 80, 92, 97, 104, 109, 114, 119, 124, 129, 136, 141, 146, 151, 158, 163, 168, 173, 180, 185, 190, 195, 200, 205, 212, 217, 222, 227, 234, 239, 244, 249, 256, 261, 266, 271, 278, 283 Student Activity Journal, <i>ACCESS Math</i> , pp.	<u>ELD Standards 13, EI4, EI5, EA5, A4, A6 &amp; ELA Standard 1.0 PE, ACCESS, Math</u> , Glossary, pp. 301-312 and Look and Read pp. 17-18, 22-23, 27-28, 32-33, 39-40, 42-45, 49-50, 54-55, 61-62, 66-67, 71-72, 76-77, 83-84, 88-89, 93-94, 98-99, 105-	

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<input type="checkbox"/> questions by using key words or phrases.  <input type="checkbox"/> B9. Understand and follow simple multiple-step oral directions for classroom or work-related activities.  <input type="checkbox"/> B10. Recognize categories of common informational materials (e.g., newspaper, brochure).  <input type="checkbox"/> B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.  <input type="checkbox"/> B12. Point out text features, such as the title, table of contents, and chapter headings.  <input type="checkbox"/> B13. Use pictures,	<input type="checkbox"/> to find the meaning of known vocabulary.  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> EI9. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.  <input type="checkbox"/> EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.  <input type="checkbox"/> EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.	<input type="checkbox"/> I8. Recognize that some words have multiple meanings.  <input type="checkbox"/> <b>Reading Comprehension</b>  <input type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.  <input checked="" type="checkbox"/> I10. Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.  <input type="checkbox"/> I11. Understand and orally explain most multiple-step directions for using a simple mechanical device	<input type="checkbox"/> and texts in content areas.  <input type="checkbox"/> EA8. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.  <input checked="" type="checkbox"/> <b>Reading Comprehension</b>  <input checked="" type="checkbox"/> EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.  <input type="checkbox"/> EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks,	<input checked="" type="checkbox"/> informational materials, literary text, and text in content areas.  <input checked="" type="checkbox"/> A8. Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).  <input checked="" type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).  <input type="checkbox"/> <b>Literary Response and Analysis</b>	<input type="checkbox"/> the materials to be ready by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). <i>Structural Features of Informational Materials</i> <input checked="" type="checkbox"/> 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). <input type="checkbox"/> 2.2 Analyze text that uses proposition and support patterns. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.3 Find similarities and differences between texts in the treatment,	106, 110-111, 115-116, 120-121, 125-126, 130-131, 137-138, 142-143, 147-148, 152-153, 159-160, 164-165, 169-170, 174-175, 181-182, 186-187, 191-192, 196-197, 201-202, 206-207, 213-214, 218-219, 223-224, 228-229, 235-236, 240-241, 245-246, 250-251, 257-258, 262-263, 267-268, 272-273, 279-280, 284-285 <i>TE, ACCESS Math, Glossary,</i> pp. T32-T35 and <i>Look and Read</i> pp. 17-18, 22-23, 27-28, 32-33, 39-40, 42-45, 49-50, 54-55, 61-62, 66-67, 71-72, 76-77, 83-84, 88-89, 93-		

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<input type="checkbox"/> lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.  <input type="checkbox"/> B14. Orally identify examples of fact and opinion and cause and effect in simple texts.  <b>Literary Response and Analysis</b>  <input type="checkbox"/> B15. Respond orally in one or two words to factual comprehension questions about simple literary texts.  <input type="checkbox"/> B16. Identify orally different characters and settings in simple literary texts by using words or phrases.	<input type="checkbox"/> EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.  <input type="checkbox"/> EI13. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.  <input type="checkbox"/> EI14. Orally identify the factual components of simple informational materials by using key words or phrases.  <b>Literary Response and Analysis</b>	<input type="checkbox"/> and filling out simple applications.  <input type="checkbox"/> I12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.  <input type="checkbox"/> I13. Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).  <b>Literary Response and Analysis</b>  <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written	<input type="checkbox"/> newspapers, instructional materials).  <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).  <b>Literary Response and Analysis</b>  <input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony.  <input type="checkbox"/> EA13. Describe orally the major characteristics of several forms of poetry by using	<input type="checkbox"/> A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.  <input type="checkbox"/> A11. Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism).  <input type="checkbox"/> A12. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.  <input type="checkbox"/> A13. Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).	<input checked="" type="checkbox"/> scope, or organization of ideas. <input checked="" type="checkbox"/> 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.  <input type="checkbox"/> 2.5 Understand and explain the use of a complex mechanical device by following technical directions. <input checked="" type="checkbox"/> 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. <i>Expository Critique</i> <input type="checkbox"/> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.  <input type="checkbox"/> <b>3.0 Literary Response and Analysis</b> Students read and	94, 98-99, 105-106, 110-111, 115-116, 120-121, 125-126, 130-131, 137-138, 142-143, 147-148, 152-153, 159-160, 164-165, 169-170, 174-175, 181-182, 186-187, 191-192, 196-197, 201-202, 206-207, 213-214, 218-219, 223-224, 228-229, 235-236, 240-241, 245-246, 250-251, 257-258, 262-263, 267-268, 272-273, 279-280, 284-285 SJ, <i>ACCESS Math</i> , pp.  <b>ELD Standard EA4, A3 &amp; ELA Standard 1.0</b> PE, <i>ACCESS Math</i> , Language	

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<input type="checkbox"/>	B17. Role-play a character from a familiar piece of literature by using words and phrases.	<input type="checkbox"/>	EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	<input type="checkbox"/>	I15. Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of brief prose (e.g., short story, novel, essay).	<input type="checkbox"/>	responses to texts.	<input type="checkbox"/>	detailed sentences.	<input type="checkbox"/>	A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts.	<input type="checkbox"/>	respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be ready by students. <i>Structural Features of Literature</i>	Notes. 18, 22, 27, 32, 45, 89, 110, 120, 137, 164, 170, 187, 191, 197, 201, 214, 226, 228, 258, 272, 284		
<input type="checkbox"/>	B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<input type="checkbox"/>	EI16. Read literary texts and orally identify the main events of the plot by using simple sentences.	<input type="checkbox"/>	I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/>		<input type="checkbox"/>	EA14. Describe the author's point of view in literary text by using detailed sentences.	<input type="checkbox"/>	A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input type="checkbox"/>	3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i>	TE, <i>ACCESS Math</i> , Language Notes. 18, 22, 27, 32, 45, 89, 110, 120, 137, 164, 170, 187, 191, 197, 201, 214, 226, 228, 258, 272, 284		
<input type="checkbox"/>	B19. Create pictures, lists, and charts to orally identify the characteristics of three different forms of literature: fiction, nonfiction, and poetry.	<input type="checkbox"/>	EI17. Read a selection and orally identify the speaker or narrator.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	EA15. Compare and contrast a similar theme across several genres by using detailed sentences.	<input type="checkbox"/>		<input type="checkbox"/>	<i>Structural Features of Literature</i>	SJ, <i>ACCESS Math</i> , pp		
<input type="checkbox"/>	B20. Recite simple poems.	<input type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple sentences.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	EA16. Describe orally and in writing a similar theme or topic by using detailed sentences.	<input type="checkbox"/>		<input type="checkbox"/>	3.2 Evaluate the	<b>ELD Standard 15, A5 &amp; ELA Standard 1.1</b>	PE, <i>ACCESS Math</i> , Language Notes pp. 94, 147, 267	
<input type="checkbox"/>		<input type="checkbox"/>	EI19. Distinguish orally the characteristics of	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	EA17. Read a literary selection and orally explain the literary elements of plot, setting, and characters by using detailed sentences.	<input type="checkbox"/>		<input type="checkbox"/>		TE, <i>ACCESS Math</i> , Language Notes pp. 94, 147, 267		
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	EA18. Describe the major	<input type="checkbox"/>		<input type="checkbox"/>		SJ, <i>ACCESS</i>		

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	<input type="checkbox"/> different forms of fiction and poetry by using simple sentences.  EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.		<input type="checkbox"/> characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.		<input type="checkbox"/> structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. <input type="checkbox"/> 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to	<i>Math</i> , pp.  <u><b>ELD Standard A4 &amp; ELA Standard 1.3</b></u> PE, <i>ACCESS Math</i> , Problem-Solving Skills pp. 37, 59, 81, 103, 135, 157, 211, 233, 255, 277, 289 TE, <i>ACCESS Math</i> , Problem-Solving Skills pp. 37, 59, 81, 103, 135, 157, 211, 233, 255, 277, 289 SJ, <i>ACCESS Math</i> , Definition Chart pp. 9, 17, 31, 49, 55, 59, 65, 73, 79, 83, 107, 113, 125  <u><b>ELD Standard 110. EA9, A7, A8, A9 &amp; ELA Standard 2.0</b></u> PE, <i>ACCESS</i>		

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					<input type="checkbox"/>	interpret the work. <i>Literary Criticism</i> 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	<i>Math, Develop Language</i> pp. 15, 20, 25, 30, 37, 40, 47, 52, 59, 64, 69, 74, 81, 79, 91, 96, 103, 108, 113, 118, 123, 128, 135, 140, 145, 150, 157, 162, 167, 172, 179, 184, 189, 194, 199, 204, 211, 216, 221, 226, 233, 238, 243, 248, 255, 260, 265, 270, 277, 282	
					<input type="checkbox"/>		TE, <i>ACCESS Math, Develop Language</i> pp. 15, 20, 25, 30, 37, 40, 47, 52, 59, 64, 69, 74, 81, 79, 91, 96, 103, 108, 113, 118, 123, 128, 135, 140, 145, 150, 157, 162, 167, 172, 179, 184, 189, 194, 199, 204, 211, 216, 221, 226, 233, 238, 243,	
					<input type="checkbox"/>			

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										<input type="checkbox"/>	248, 255, 260, 265, 270, 277, 282 SJ, <i>ACCESS Math</i> , Unit Wrap Up pp. 12-13, 22-23, 32-33, 42-43, 56-57, 66-67, 76-77, 90-91, 100-101, 110-111, 120-121, 126-127	
										<input type="checkbox"/>	<b>ELD Standard A8 &amp; ELA Standard 2.1</b> PE, <i>ACCESS Math</i> , pp. 19, 172, 175, 177 TE, <i>ACCESS Math</i> , pp. 19, 153, 172, 175, 177 SJ, <i>ACCESS Math</i> , pp.	
										<input type="checkbox"/>	<b>ELD Standard EA9, A7 &amp; ELA Standard 2.4</b> PE, <i>ACCESS Math</i> , Develop Language pp. 74,	

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Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: Great Source Education Group				Program Title: <i>ACCESS Math</i>			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s			
	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB1802 & SB1113 – Budget Act 2004-2005)**

Grades 6-8 ELD Reading Standards						ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 8	Primary Citation	Supporting Citation
											155, 199, 265 TE, <i>ACCESS Math</i> , Develop Language pp. 74, 155, 199, 265 SJ, <i>ACCESS Math</i> , Develop Language pp. 29, 65, 85, 115  <u><b>ELD Standard EA9, A8, A9 &amp; ELA Standard 2.6</b></u> PE, <i>ACCESS Math</i> , Partner Practice pp. 20, 30, 79, 91, 150, 162, 172, 177 TE, <i>ACCESS Math</i> , Activity pp. 25, 52, 64, 69, 153, 167, 177, 179, 226, 233	

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