

Publisher: Great Source		Program Title: <i>ACCESS Science</i>	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	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		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
<input type="checkbox"/> Word Analysis <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. Fluency and Systematic Vocabulary Development <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. B4. Respond with appropriate short	<input type="checkbox"/> Word Analysis <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; university, universidad</i>) in phrases, simple sentences, literature, and content area texts. Fluency and Systematic Vocabulary Development	<input type="checkbox"/> Word Analysis <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. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> I3. Use a standard dictionary to determine meanings of unknown words.	<input checked="" type="checkbox"/> Word Analysis <input checked="" 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. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA3. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of	<input checked="" type="checkbox"/> Word Analysis <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. Fluency and Systematic Vocabulary Development <input type="checkbox"/> A3. Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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. <i>Vocabulary and Concept Development</i> 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	ELD Standards 13, EI4, EI5, EA5, A4, A6 & ELA Standard 1.0 Pupil's Edition (PE), <i>ACCESS Science</i> , Glossary 310-325 and Key Concepts, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, Teacher's Edition (TE), <i>ACCESS Science</i> , Glossary T38-T41 and Key Concepts, 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294,		

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<input type="checkbox"/> phrases or sentences 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). Reading Comprehension <input type="checkbox"/> B8. Read simple text and orally respond to	<input checked="" type="checkbox"/> EI4. Use knowledge of literature and content areas to understand unknown words. <input checked="" 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 checked="" type="checkbox"/> I4. Use knowledge 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 checked="" type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to	<input type="checkbox"/> unfamiliar words. <input 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 checked="" type="checkbox"/> EA6. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input checked="" type="checkbox"/> EA7. Recognize idioms, analogies,	<input type="checkbox"/> and texts in content 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. Reading Comprehension <input checked="" type="checkbox"/> A7. Identify and explain the main	<input checked="" type="checkbox"/> determine the historical 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. 2.0 Reading Comprehension (Focus on Informational Materials) <input type="checkbox"/> 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</i>	Student Activity Journal (SJ), <i>ACCESS Science</i> , My Word List, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74, 78, 82, 86, 90, 94, 98 ELD Standards I3, EI4, EI5, EA5, A4, A6 & ELA Standard 1.0 <i>PE, ACCESS Science</i> , Look and Read, pp. 20-25, 32-36, 44-48, 56-61, 68-72, 80-85, 92-96, 104-109, 116-120, 128-131, 140-143, 152-156, 164-167, 176-180, 188-192, 200-204, 212-217, 224-228, 236-240, 248-252, 260-		

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<input type="checkbox"/> factual comprehension 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	<input type="checkbox"/> E18. Use a standard dictionary to find the meaning of known vocabulary. <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> E19. 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"/> E110. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> E111. Identify and orally explain categories of familiar	<input type="checkbox"/> read independently. <input type="checkbox"/> I8. Recognize that some words have multiple meanings. <input type="checkbox"/> Reading Comprehension <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 checked="" type="checkbox"/> I11. Understand and orally explain most multiple-step	<input type="checkbox"/> and metaphors used in literature 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"/> Reading Comprehension <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	<input type="checkbox"/> ideas and critical details of informational materials, literary text, and text in content areas. <input 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 type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).	<input type="checkbox"/> <i>Grade Eight</i> illustrate the quality and complexity of 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). <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 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). 2.2 Analyze text that uses proposition and support patterns. <input type="checkbox"/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	264, 272-276, 284-288, 296-300 TE, <i>ACCESS Science</i> , pp. 20-25, 32-36, 44-48, 56-61, 68-72, 80-85, 92-96, 104-109, 116-120, 128-131, 140-143, 152-156, 164-167, 176-180, 188-192, 200-204, 212-217, 224-228, 236-240, 248-252, 260-264, 272-276, 284-288, 296-300 SJ, <i>ACCESS Science</i> , Key Facts, pp. 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 76, 80, 84, 88, 92, 96, 100 ELD Standards I4, EA1, EA3, A1		

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<input type="checkbox"/> headings. <input type="checkbox"/> B13. Use pictures, 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. Literary Response and Analysis <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	<input type="checkbox"/> informational materials by using simple sentences. <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	<input type="checkbox"/> directions for using a simple mechanical device 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). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> I14. Use expanded	<input type="checkbox"/> informational materials (e.g., textbooks, 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). <input type="checkbox"/> Literary Response and Analysis <input type="checkbox"/> EA12. Identify literary devices, such as narrative voice, symbolism, dialect, and irony. <input type="checkbox"/> EA13. Describe	<input type="checkbox"/> Literary Response and Analysis <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	<input type="checkbox"/> 2.3 Find similarities and differences between texts in the treatment, 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 checked="" type="checkbox"/> 2.5 Understand and explain the use of a complex mechanical device by following technical directions. <input 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. <input type="checkbox"/> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	& ELA Standard 1.0 PE, <i>ACCESS Science</i> , Science Word Parts, 306-309 TE, <i>ACCESS Science</i> , Science Word Parts, T36-T37 ELD Standards I4, EA1, EA3, A1 & ELA Standard 1.0 PE, <i>ACCESS Science</i> , Grammar Spotlight, pp. 27, 87, 159, 231 TE, <i>ACCESS Science</i> , Grammar Spotlight, pp. 27, 87, 159, 231 ELD Standards I5 EA7, A5 & ELA Standard 1.0 PE, <i>ACCESS</i>	

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<input type="checkbox"/>	different characters and settings in simple literary texts by using words or phrases.	<input type="checkbox"/>	phrases.	<input type="checkbox"/>	vocabulary and descriptive words in paraphrasing oral and written responses to texts.	<input type="checkbox"/>	orally the major characteristics of several forms of poetry by using detailed sentences.	<input type="checkbox"/>	across literary works (e.g., good and evil, loyalty and betrayal).	<input type="checkbox"/>	3.0 Literary Response and Analysis	<i>Science, Language Notes, pp. 299</i>		
<input type="checkbox"/>	B17. Role-play a character from a familiar piece of literature by using words and phrases.	<input type="checkbox"/>	Literary Response and Analysis	<input type="checkbox"/>	EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	<input type="checkbox"/>	EI16. Read literary texts and orally identify the main events of the plot by using 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"/>	A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts.	<i>Science, Language Notes, pp. 299</i>		
<input type="checkbox"/>	B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.	<input type="checkbox"/>	EI17. Read a selection and orally identify the speaker or narrator.	<input type="checkbox"/>	EI17. Read a selection and orally identify the speaker or narrator.	<input type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple	<input type="checkbox"/>	I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/>	A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	ELD Standards EA1, A1 & ELA Standard 1.2	<i>PE, ACCESS Science, Science Word Parts, 306-309</i>	
<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"/>	EI18. Identify the difference in points of view between first person and third person by using simple	<input type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple	<input type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple	<input type="checkbox"/>	I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/>	A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	ELD Standard 1.3	<i>TE, ACCESS Science, Science Word Parts, T36-T37</i>	
<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	<input type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple	<input type="checkbox"/>	EI18. Identify the difference in points of view between first person and third person by using simple	<input type="checkbox"/>	I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/>	A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	ELD Standard 1.3	<i>SJ, ACCESS Science, My Word List, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74,</i>	

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<input type="checkbox"/>	<p>sentences.</p> <p>EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.</p> <p>EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.</p>		<p><input type="checkbox"/> characters by using detailed sentences.</p> <p>EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.</p>		<p><input type="checkbox"/> ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Evaluate the 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.</p>	<p>78, 82, 86, 90, 94, 98</p> <p>ELD Standard 13, EA5, A6 & ELA Standard 1.3 SJ, <i>ACCESS Science</i>, My Word List, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 74, 78, 82, 86, 90, 94, 98</p> <p>ELD Standard EA9, A7 & ELA Standard 2.0 PE, <i>ACCESS Science</i>, Big Idea, pp. 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293 TE, <i>ACCESS</i></p>	

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					<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 interpret the work. <i>Literary Criticism</i> <input type="checkbox"/> 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) <input type="checkbox"/>	<i>Science, Big Idea</i> , pp. 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293 SJ, <i>ACCESS Science, My Summary</i> , pp. 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 85, 89, 93, 97, 101 ELD Standards EA9, A7 & ELA Standard 2.0 PE, <i>ACCESS Science, Key Concepts</i> , pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258,	

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					<input type="checkbox"/>	270, 282, 294 TE, <i>ACCESS Science</i> , Key Concepts, pp. 18, 30, 42, 54, 66, 78, 90, 102, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294	
					<input type="checkbox"/>	SJ, <i>ACCESS Science</i> , Skill Building, 7, 11, 15, 19, 39, 47, 51, 67, 71, 75, 83, 95, 99	
					<input type="checkbox"/>	ELD Standard I10 & ELA Standard 2.0 PE, <i>ACCESS Science</i> , Talk and Share, pp. 21, 23, 24, 25, 33, 35, 37, 45, 47, 49, 57, 59, 60, 61, 68, 69, 71, 73, 81, 83, 84, 85, 93, 95, 97, 105, 107,	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary Citation	Supporting Citation
						128, 130, 133, 140, 142, 145, 153, 155, 157, 165, 166, 169, 177, 179, 181, 189, 190, 191, 193, 201, 203, 205, 212, 214, 216, 217, 224, 225, 227, 229, 237, 241, 249, 251, 253, 261, 263, 265, 273, 274, 275, 277, 285, 287, 289, 297, 298, 299, 301 ELD Standards EA9, A7 & ELA Standard 2.4 PE, ACCESS Science, Summary, pp. 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289,	

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

Publisher: Great Source		Program Title: <i>ACCESS Science</i>	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	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
						301 TE, <i>ACCESS Science</i> , Summary, pp. 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301 SJ, <i>ACCESS Science</i> , My Summary, pp. 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 85, 89, 93, 97, 101 ELD Standard I11 & ELA Standard 2.5 PE, <i>ACCESS Science</i> , Skill Building, pp. 19 TE, <i>ACCESS Science</i> , Skill Building, pp. 19	

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Grades 6-8 ELD Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
							SJ, <i>ACCESS Science</i> , Skill Building, pp. 7 ELD Standard I11 & ELA Standard 2.5 SJ, <i>ACCESS Science</i> , How To References 102-107	

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