

**PUBLISHERS' COVER SHEET FOR AB 1802
ELA/ELD STANDARDS CORRELATION MATRIX FOR
SUPPLEMENTAL ELD MATERIALS**

AB 1802 requires that "the department shall develop a correlation matrix that shall be used to determine if the instructional materials correlate to the standards adopted by the State Board of Education". Therefore, if an LEA or County Office of Education is planning to purchase your instructional materials you will need to submit a Cover Sheet for every program to the Department of Education by March 7, 2007. This information will be used to review materials that have been requested by a LEA or COE.

Publisher: Wright Group/McGraw-Hill (Contemporary)

Division of the Publishing House: McGraw-Hill

Contact Information (Name, Phone Number, Address, & E-mail of Publisher Representative):

Mitch Rosin

130 E. Randolph Street, Suite 400

Chicago IL 60601

312-233-6727

Mitch_Rosin@McGraw-Hill.com

Program Title: Contemporary's *World History*

Domains: Writing Strategies and Applications

Proficiency Levels: Early Advanced; Advanced

Grade Level(s): Grade 7; Grade 8; Grades 9-10; Grades 11-12

Program Description (Not to exceed two pages):

World History is an integrated series of print and electronic resources designed to provide a complete classroom solution for all students. The Student Edition, Student CD-Rom, Annotated Teacher's Edition, and the Teacher's Resource Binder were designed to provide social studies content through research-based instruction for English Language Learners and diverse learners. Each chapter and lesson in the student book contains literacy strategies and activities to help engage students in the learning process, provide opportunities for group and partner learning, and enhance English language acquisition.

World History incorporates the National Council for the Social Studies (NCSS) high school thematic strands and begins with prehistory and continues into the 21st century. Case studies provide teachers an opportunity to expand chapter topics and incorporate issues that face citizens around the world. *World History* has been approved by the California Legal Compliance process and has been the curriculum choice of English Language Learner programs throughout the State of California.

Student Edition

The Student Edition contains three activities per lesson to enhance content acquisition for English Language Learners and diverse students. These are designed to foster a cooperative learning

environment for English Language Learners based on research from the Center for Applied Linguistics and TESOL, while maintaining a strong alignment to the California Social Studies Standards.

Student Edition CD-ROM

- PDFs of all student book pages
- Audio narration of each page
- Spanish audio ELL chapter introduction
- Spanish audio ELL activity for each chapter
- Four interactive games per chapter
- Student Presentation Builder
- Interactive historical timeline
- Interactive Glossary

Annotated Teacher's Edition

- Reduced student pages with teacher instructional notes
- Teaching objectives for each lesson
- Extension activities
- Vocabulary lessons
- Literary connections
- Classroom discussions

Teacher's Resource Binder

- Includes Annotated Teacher's Edition
- 160 Blackline Masters
 - Reading comprehension activity
 - Vocabulary reinforcement activity
 - Additional biography
 - Additional primary source document
 - Map activity
 - Chapter review
 - Chapter activity
 - Chapter quiz
- 20 Overhead Transparencies
- 70+ Blackline Masters on CD-ROM:
 - Unit test
 - Full book assessment
 - ELL vocabulary reinforcement
 - ELL reading comprehension
 - Puzzles

Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers' edition, WB = workbook, etc.)

On this page, please list the components of the instructional materials addressed on the attached matrix, including the ISBN number for each component. A separate International Standard Book Number (ISBN) facilitates the identification of each program or separate component satisfying the ISBN evaluation criteria. For information regarding assignment and use of ISBNs, contact:

U.S. ISBN Agency
630 Central Avenue
New Providence, NJ 07974
Tel: 877-310-7333
Fax: 908-219-0188
isbn-san@bowker.com

Programs or separate program components that do not meet ISBN evaluation criteria and/or have not been assigned ISBNs should be identified by some other unique number/letter combination. Publishers are asked to limit this identifier to no more than 13 characters.

<u>COMPONENT TITLE</u>	<u>ISBN NUMBER</u>
<i>World History</i> Softcover Student Edition with CD-ROM	0-07-704449-5
<i>World History</i> Hardcover Student Edition with CD-ROM	0-07-704520-3
<i>World History</i> Teacher's Resource Binder	0-07-704448-7
<i>World History</i> Softcover Student Edition	0-07-704447-9
<i>World History</i> Hardcover Student Edition	0-07-704519-X
<i>World History</i> Student CD-ROM	0-07-704494-0
<i>World History</i> Annotated Teacher's Edition	0-07-704450-9
<i>World History</i> Blackline Masters	0-07-704496-7
<i>World History</i> Overhead Transparencies	0-07-704497-5
<i>World History</i> Teacher's CD-ROM	0-07-704495-9

Please mail or FAX the Cover Sheets to:

**Curriculum Frameworks & Instructional Resources Division
California Department of Education
Attention: Irma Hernandez-Larin
1430 N Street, Room 3207
Sacramento, CA 9581**

FAX: (916) 319-0172

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Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12					ELA Standards			
ELD Writing: Strategies and Applications Standards					Grades 11-12		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input type="checkbox"/> B2. Create simple sentences or phrases with some assistance. <input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details. <input type="checkbox"/> B4. Use the writing process to write brief narratives with a few standard grammatical forms.	<input type="checkbox"/> EI1. Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text. <input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> EI3. Use simple sentences to create a draft of a short essay that follows an outline. <input type="checkbox"/> EI4. Write an increasing number of words and	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input type="checkbox"/> I2. Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs. <input type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing. <input type="checkbox"/> I4. Write responses	<input type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form). <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. <input type="checkbox"/> EA4. Use appropriate language variations	<input type="checkbox"/> A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. <input type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis. <input type="checkbox"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples. <input type="checkbox"/> A4. Complete job applications and write résumés that	<input type="checkbox"/>	<p style="text-align: center;">Writing</p> <p>1.0 Writing Strategies</p> <p>Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process. <i>Organization and Focus</i></p> <p>1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker,</p>	<p><u>EA8 & A8 ELD & 1.5 & 1.6 ELA Standards</u></p> <p><u>Student Edition:</u> pp. 9, 34, 35, 45, 62, 63, 73, 75, 79, 84, 85, 112, 124, 130, 135, 145, 146, 147, 159, 160, 172, 178, 185, 187, 199, 204, 207, 219, 222, 224, 226, 231, 233, 235, 243, 247, 256, 261, 262, 263, 271, 276, 284, 290, 296, 301, 305, 309, 311, 314, 326, 328, 333, 343, 348, 349, 352, 355, 362, 364, 366, 367, 389, 393, 394, 409</p>	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12		Primary Citation	Supporting Citation
<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B 6. Complete a job application form by providing basic information, such as one's name, age, address, and education. <u>English Language Conventions</u> <input type="checkbox"/> B7. Edit one's own work and correct the punctuation. <input type="checkbox"/> B8. Identify basic vocabulary, mechanics,	<input type="checkbox"/> simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a	<input type="checkbox"/> to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input type="checkbox"/> I5. Recognize structured ideas and arguments and support examples in persuasive writing. <input type="checkbox"/> I6. Fill out job applications and prepare résumés that are clear and provide all needed information. <input type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence	<input type="checkbox"/> and genres in writing for language arts and other content areas. <input type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately. <input type="checkbox"/> EA6. Write reflective compositions that explore the significance of events. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input checked="" type="checkbox"/> EA8. Use strategies of notetaking,	<input type="checkbox"/> fit the purpose and audience and follow the conventional format for the type of document. <input type="checkbox"/> A5. Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing. <input type="checkbox"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions. <input type="checkbox"/> A7. Use strategies of notetaking,	<input type="checkbox"/> audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. <input type="checkbox"/> 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. <input type="checkbox"/> 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. <input type="checkbox"/> 1.4 Enhance meaning by employing rhetorical devices, including the extended use of	<u>Student CD-Rom</u> Student Presentation Builder Software <u>Teacher's Resource Binder:</u> BLM#:2, 4, 6, 10-11, 13, 18, 23, 25, 32, 39, 41, 46, 59-60, 62, 67, 69, 74, 76, 78-79, 81, 86, 88, 90, 94-95, 101-102, 104, 109, 111, 116, 118, 121, 123, 130, 136, 139, 146, 149, 151, 153, 158, 163, 165, 167-168		

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<input type="checkbox"/> Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards			
<u>B</u> eginning	<u>E</u> arly <u>I</u> ntermediate	<u>I</u> ntermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced	Grades 11-12		Primary Citation	Supporting Citation
<input type="checkbox"/> and sentence structures in a piece of writing. <input type="checkbox"/> B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.	<input type="checkbox"/> given topic. <input type="checkbox"/> EI7. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. <input type="checkbox"/> EI8. Complete simple informational documents related to career development (e.g., bank forms and job applications). <u>English Language Conventions</u>	<input type="checkbox"/> of events and supporting details. <input type="checkbox"/> I8. Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. (Some rules may not be followed.) <input type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. <u>English Language Conventions</u>	<input type="checkbox"/> outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter. <u>English Language Conventions</u>	<input type="checkbox"/> outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input checked="" type="checkbox"/> A8. Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims <input type="checkbox"/> A9. Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or	<input checked="" type="checkbox"/> parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. <input checked="" type="checkbox"/> 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).			

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	<input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). <input type="checkbox"/> E110. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input type="checkbox"/> E111. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	<input type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input type="checkbox"/> I12. Edit and correct basic grammatical structures and usage of the conventions of writing.	<input type="checkbox"/> EA10. Create coherent paragraphs through effective transitions. <input type="checkbox"/> EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. <input type="checkbox"/> EA12. Edit writing for grammatical structures and the mechanics of writing.	expressions of commonly accepted beliefs and logical reasoning. <u>English Language Conventions</u> <input type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. <input type="checkbox"/> A11. Create coherent paragraphs through effective transitions and parallel constructions.	<input type="checkbox"/> 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). <input type="checkbox"/> 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation	
				<input type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms.	<input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing			

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					<input type="checkbox"/> Standard 1.0, students: 2.1 Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. d. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.			

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					<input type="checkbox"/> d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. 2.2 Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints			

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					<input type="checkbox"/> through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input type="checkbox"/> 2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies			

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					(e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. <input type="checkbox"/> 2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some			

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					combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and			

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					<input type="checkbox"/> take into consideration the validity and reliability of sources. e. Include a formal bibliography. 2.5 Write job applications and resumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of			

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					<input type="checkbox"/> document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <input type="checkbox"/> 2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of			

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					<p>the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.</p> <p><u>Written And Oral English Language Conventions</u></p> <p>The standards for written and oral language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both</p>			

*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: Wright Group/McGraw-Hill (Contemporary)		Program Title: World History	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
Beginning (B)		Early Advanced (EA)	
Early Intermediate (EI)		Advanced (A)	
Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
					<input type="checkbox"/> sets of skills. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. <input type="checkbox"/> 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <input type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect			

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ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (AB 1802 – Budget Trailer Bill 2006-2007)

Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards								
<u>B</u> eginning		<u>E</u> arly <u>I</u> ntermediate		<u>I</u> ntermediate		<u>E</u> arly <u>A</u> dvanced		<u>A</u> dvanced		Grades 11-12		Primary Citation	Supporting Citation
										appropriate manuscript requirements in writing.			

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