

**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

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Program Title: Contemporary's *World History*

Domains: Listening and Speaking

Proficiency Levels: Intermediate

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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ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/>	Beginning (B)	<input type="checkbox"/>	Early Advanced (EA)
<input type="checkbox"/>	Early Intermediate (EI)	<input type="checkbox"/>	Advanced (A)
<input type="checkbox"/>	Intermediate (I)	<input type="checkbox"/>	

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

Grades 6-8 ELD Listening and Speaking Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 7	Primary Citation	Supporting Citation	
<input type="checkbox"/> B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). <input type="checkbox"/> B2. Ask and answer questions by using simple sentences or phrases. <input type="checkbox"/> B3. Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing). <input type="checkbox"/> B4. Independently	<input type="checkbox"/> EI1. Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). <input type="checkbox"/> EI2. Ask and answer questions by using phrases or simple sentences. <input type="checkbox"/> EI3. Restate and execute multiple-step oral directions. <input type="checkbox"/> EI4. Restate in simple sentences the main idea of oral presentations in subject-matter content.	<input type="checkbox"/> I1. Respond to messages by asking simple questions or by briefly restating the message. <input type="checkbox"/> I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. <input checked="" type="checkbox"/> I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-	<input type="checkbox"/> EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. <input type="checkbox"/> EA2. Retell stories in greater detail by including the characters, setting, and plot. <input type="checkbox"/> EA3. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.	<input type="checkbox"/> A1. Listen attentively to stories and information on topics; identify the main points and supporting details. <input type="checkbox"/> A2. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. <input type="checkbox"/> A3. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.	<input type="checkbox"/> Listening And Speaking <input type="checkbox"/> 1.0 Listening and Speaking Strategies Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. <i>Comprehension</i> <input type="checkbox"/> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. <input type="checkbox"/> 1.2 Determine the speaker's attitude	<u>13, 15 ELD & 2.2 ELA Standards</u> <i>Student Edition:</i> pp. 8, 15, 44, 62, 66, 73, 93, 97, 110, 127, 128, 135, 139, 145, 147, 153, 164, 166, 193, 215, 223, 231, 235, 299, 358, 400, 417 <u>Student CD-Rom</u> -Student Presentation Builder -Audio Narration of Student Text <u>Teacher's Edition:</u> Extension Activities, pp. 12, 14-15, 18, 19, 21, 27, 32-33-34, 37, 39, 47, 55, 58, 69-70, 72, 74, 85, 95, 97-98, 103, 106,		

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use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ____").	<input type="checkbox"/> EI5. Orally communicate basic needs (e.g., "I need to borrow a pencil"). <input type="checkbox"/> EI6. Prepare and deliver short oral presentations.	<input type="checkbox"/> I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input checked="" type="checkbox"/> I5. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. <input type="checkbox"/> I6. Prepare and deliver short	<input type="checkbox"/> EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. <input type="checkbox"/> EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> EA6. Respond to messages by asking questions, challenging statements, or	<input type="checkbox"/> A4. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. <input type="checkbox"/> A5. Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. <input type="checkbox"/> A6. Speak clearly and comprehensibly by using standard English grammatical forms,	<input type="checkbox"/> toward the subject. 1.3 Respond to persuasive messages with questions, challenges, or affirmations. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. <input type="checkbox"/> 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience. <input type="checkbox"/> 1.6 Use speaking	111, 115, 117-118, 122, 123, 126-127, 131, 134, 142, 147, 151, 153-154, 157, 161-162, 165-166, 168, 171, 179, 182, 187, 191, 199, 203, 206, 213, 218, 222, 229, 234, 237, 243, 244, 251, 255, 266, 272, 274, 277, 286, 304-305, 315, 320, 327, 345, 353, 354, 358, 395, 400401, 407, 409, 412-413, 415, 417 <u>Teacher's Resource Binder:</u> BLM#: 13, 20, 29, 48, 132, 160		

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		presentations on ideas, premises, or images obtained from various common sources.	<input type="checkbox"/> offering examples that affirm the message. <input type="checkbox"/> EA7. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. <input type="checkbox"/> EA8. Prepare and deliver presentations that use various sources.	sounds, intonation, pitch, and modulation.	<input type="checkbox"/> techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener. <input type="checkbox"/> 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used			

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					<input type="checkbox"/> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking</p>			

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					<input type="checkbox"/> Standard 1.0. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g.,			

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					<input checked="" type="checkbox"/> movement, gestures, expressions). 2.2 Deliver oral summaries of articles and books: a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details. <input type="checkbox"/> 2.3 Deliver research presentations; a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the			

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					<input type="checkbox"/> subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i> , computer databases, magazines, newspapers, dictionaries). d. Cite reference sources appropriately. <input type="checkbox"/> 2.4 Deliver persuasive presentations: a. State a clear position or perspective in support of an argument or proposal. b. Describe the points in support of			

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					<p>the argument and employ well-articulated evidence.</p> <p>Written And Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a</p>			

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					<input type="checkbox"/> command of standard English conventions appropriate to the grade level. <i>Sentence Structure</i> <input type="checkbox"/> 1.1 Place modifiers properly and use the active voice. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. <input type="checkbox"/> 1.3 Identify all parts of speech and types and structure of sentences. <input type="checkbox"/> 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English			

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					<input type="checkbox"/> usage (e.g., pronoun reference). <i>Punctuation</i> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly. <input type="checkbox"/> <i>Capitalization</i> 1.6 Use correct capitalization. <input type="checkbox"/> <i>Spelling</i> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.			

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