

**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: Reading

Proficiency Levels: Early Intermediate; 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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| 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) | | | |

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

| Grades 6-8 ELD Reading Standards | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|--|--|---|--|--|--|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | | | |
| <input type="checkbox"/> Word Analysis 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 | <input type="checkbox"/> Word Analysis 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. | <input type="checkbox"/> Word Analysis 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 type="checkbox"/> I3. Use a standard | <input type="checkbox"/> Word Analysis 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 type="checkbox"/> EA3. Use knowledge of | <input type="checkbox"/> Word Analysis 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 | <input 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> <input type="checkbox"/> 1.1 Identify idioms, | <u>E14 & A7 ELD & 1.3 ELA Standards</u> <u>Student Edition:</u> pp. 5, 10, 14, 17, 23, 26, 31, 36, 38, 41, 46, 48, 51, 54, 57, 61, 64, 68, 76, 81, 84, 87, 92, 99, 102, 107, 113, 116, 119, 125, 130, 133, 137, 139, 141, 146, 149, 156, 160, 163, 169, 174, 178, 183, 188, 194, 195, 198, 201, 205, 209, 214, 217, 221, 225, 228, 231, 232, 236, 245, 249, 253, 257, 262, 265, 270, 273, 276, 281, 285, 290, 293, 298, 302, 306, | | |

*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"/> comprehension by using one to two words or simple-sentence responses. <input type="checkbox"/> B4. Respond with appropriate short 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 | Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EI4. Use 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"/> dictionary to determine meanings of unknown words. <input type="checkbox"/> I4. Use knowledge of English morphemes, phonics, and syntax to decode text. <input 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 | <input type="checkbox"/> English morphemes, phonics, and syntax to decode and interpret the meaning of 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 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 | <input type="checkbox"/> some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. <input 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 type="checkbox"/> A6. Use a standard dictionary to | <input type="checkbox"/> analogies, metaphors, and similes in prose and poetry. <input type="checkbox"/> 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. <input checked="" type="checkbox"/> 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast. <input type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They | 310, 314, 319, 324, 329, 334, 337, 341, 348, 351, 356, 363, 366, 371, 376, 382, 387, 391, 394, 400, 401, 405, 409, 413, 417 <u>Student CD-Rom</u> <u>Student Chapter Activities</u> -Reading Comprehension Activities -Vocabulary Reinforcement Activities <u>Teacher’s Edition: Extension</u> Activities, pp. 4, 5, 7, 10, 12, 17, 18, 20, 21, 23, 31, 32, 33, 34, 35, 36, 41, 42, 45, 46, 47, 48, | | |

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

| Grades 6-8 ELD Reading Standards | | | | | ELA Standards | | | |
|---|---|---|---|---|--|--|---------------------|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | Primary Citation | Supporting Citation | |
| <input type="checkbox"/> 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 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 | <input type="checkbox"/> E17. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts. <input type="checkbox"/> E18. Use a standard dictionary to find the meaning of known vocabulary. 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"/> when speaking or reading aloud. <input type="checkbox"/> I7. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input type="checkbox"/> I8. Recognize that some words have multiple meanings. Reading Comprehension <input type="checkbox"/> I9. Read literature and respond orally to it by answering in detailed sentences factual comprehension questions. <input type="checkbox"/> I10. Read text and use detailed | <input type="checkbox"/> skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA7. Recognize idioms, analogies, 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. Reading Comprehension | <input type="checkbox"/> determine the meaning of unknown words. Reading Comprehension <input checked="" type="checkbox"/> A7. Identify and explain the main 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, | <input type="checkbox"/> 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 the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation | 50, 57, 58, 61, 62, 64, 65, 66, 70, 71, 72, 74, 76, 78, 80, 81, 83, 87, 88, 92, 96, 98, 99, 107, 111, 113, 115, 119, 122, 123, 124, 126, 129, 133, 134, 136, 141, 142, 149, 151, 153, 154, 156, 157, 158, 163, 165, 166, 167, 168, 169, 171, 174, 177, 183, 185, 186, 188, 189, 191, 195, 196, 201, 203, 205, 206, 209, 217, 218, 221, 222, 225, 226, 228, 229, 230, 232, 233, 234, 243, 245, 246, 249, 250, 251, 253, 257, 261, 265, 266, | | |

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|---|--|--|---|---|--|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | | | |
| <input type="checkbox"/> 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, lists, charts, and tables found in informational materials, newspapers, and magazines to | <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"/> 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"/> I10. 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 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 | <input 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, newspapers, instructional materials). <input type="checkbox"/> EA11. Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) | <input type="checkbox"/> textbooks). <input type="checkbox"/> A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs). 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 | <input type="checkbox"/> of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> <input type="checkbox"/> 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional | 268, 270, 272, 273, 274, 281, 285, 286, 293, 298, 300, 302, 304, 306, 310, 311, 312, 319, 320, 323, 324, 327, 329, 330, 332, 337, 341, 342, 344, 347, 351, 353, 354, 356, 357, 359, 360, 362, 363, 371, 372, 377, 382, 384, 385, 387, 388, 391, 393, 405, 407, 408, 411, 412, 413, 415 <u>Teacher's Resource Binder:</u> BLM#: 3, 7, 8, 9, 10, 14, 15, 16, 17, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, | | |

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

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

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|--|---|---|--|---|---|--|---------------------|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | Primary Citation | Supporting Citation | |
| <input type="checkbox"/> 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 different characters and settings in simple literary texts by using words or phrases. | <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. 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"/> the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books). Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and use detailed sentences to respond orally to factual comprehension questions about | <input type="checkbox"/> and informational materials (e.g., newspapers, magazines, and textbooks). Literary Response and Analysis <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 detailed sentences. <input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. | <input type="checkbox"/> 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 type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a | <input type="checkbox"/> manuals, signs). <input type="checkbox"/> 2.2 Locate information by using a variety of consumer, workplace, and public documents. <input type="checkbox"/> 2.3 Analyze text that uses the cause-and-effect organizational pattern. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text. <input type="checkbox"/> 2.5 Understand and explain the use of a simple mechanical device by following technical directions. <i>Expository Critique</i> | 42, 43, 44, 45, 48, 49, 50, 51, 52, 55, 56, 57, 58, 59, 63, 64, 65, 66, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 83, 84, 85, 86, 87, 90, 91, 92, 93, 94, 97, 98, 99, 100, 101, 104, 105, 106, 107, 108, 111, 112, 113, 114, 115, 118, 119, 120, 121, 122, 125, 126, 127, 128, 129, 132, 133, 134, 135, 136, 139, 140, 141, 142, 143, 146, 147, 148, 149, 150, 153, 154, 155, 156, 157, 158, 160, 161, 162, 163, 164, 167, 168 | | |

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| <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 | Grade 7 | Primary Citation | Supporting Citation | |
| <input type="checkbox"/> B17. Role-play a character from a familiar piece of literature by using words and phrases. <input type="checkbox"/> B18. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <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"/> B20. Recite simple poems. | <input type="checkbox"/> EI16. Read literary texts and orally identify the main events of the plot by using simple sentences. <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 sentences. <input type="checkbox"/> EI19. Distinguish orally the characteristics of different forms of fiction and poetry 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"/> I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. | <input type="checkbox"/> EA15. Compare and contrast a similar theme across several genres by using detailed sentences. <input type="checkbox"/> EA16. Describe orally and in writing a similar theme or topic by using detailed sentences. <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"/> EA18. Describe the major characteristics of several forms of | <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved. | <input type="checkbox"/> 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. <input type="checkbox"/> 3.0 Literary Response and Analysis Students read and 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 | | | |

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|-------------------------------------|--|--------------|--|----------|--|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | | | |
| | <p>sentences.</p> <p><input type="checkbox"/> EI20. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.</p> | | <p>fiction and poetry: short story, essay, novel, ballad, lyric, epic.</p> | | <p>selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Structural Features of Literature</i></p> <p><input type="checkbox"/> 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 3.2 Identify events that advance the plot and determine how each event explains</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>.

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|--|--|---|--|
| 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 6-8 ELD Reading Standards | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|-------------------------------------|--------------------|--------------|----------------|----------|---|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grade 7 | | | |
| | | | | | <input type="checkbox"/> past or present action(s) or foreshadows future action(s). <input type="checkbox"/> 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. <input type="checkbox"/> 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness). <input type="checkbox"/> 3.5 Contrast points of view (e.g., first | | | |

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| | | | | | <input type="checkbox"/> and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. <i>Literary Criticism</i> 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. | | | |

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