

**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 *American History 1*

Domains: Listening and Speaking

Proficiency Levels: Intermediate

Grade Level(s): Grade 6; Grade 7; Grade 8; Grades 9-10; Grades 11-12

Program Description (Not to exceed two pages):

American History 1 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.

American History 1 incorporates the National Council for the Social Studies (NCSS) high school thematic strands and covers events before 1865, ending with the Civil War and the surrender of the South. *American History 1* 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>American History 1</i> Softcover Student Edition with CD-ROM	0-07-704434-7
<i>American History 1</i> Hardcover Student Edition with CD-ROM	0-07-704514-9
<i>American History 1</i> Teacher's Resource Binder	0-07-704436-3
<i>American History 1</i> Softcover Student Edition	0-07-704435-5
<i>American History 1</i> Hardcover Student Edition	0-07-704513-0
<i>American History 1</i> Student CD-ROM	0-07-704515-7
<i>American History 1</i> Annotated Teacher's Edition	0-07-704453-3
<i>American History 1</i> Blackline Masters	0-07-704488-6
<i>American History 1</i> Overhead Transparencies	0-07-704489-4
<i>American History 1</i> Teacher's CD-ROM	0-07-704487-8

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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<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 Listening and Speaking Standards					ELA Standards	
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8	Primary 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"/> IB4. 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 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. <input type="checkbox"/> 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	<p><u>I3 & I4 ELD & 1.6 & 1.9 ELA Standards</u></p> <p><u>Student Edition:</u> pp. 48, 55, 56, 61, 77, 133, 173, 178, 184, 204, 211, 235, 238, 243, 249, 253, 257, 265, 272, 279, 281, 298, 299, 311, 319</p> <p><u>Student CD-ROM</u> -Student Presentation Builder</p> <p><u>Teacher's Edition:</u> Extension Activities, pp. 6, 8, 9, 10, 13, 16, 21, 23, 26, 29, 39, 45, 54, 61, 63, 70, 73, 74, 79, 83, 88, 89, 92, 94, 98, 99, 104, 106, 110, 111, 112,</p>

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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 checked="" type="checkbox"/> 14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. <input type="checkbox"/> 15. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject-matter content. <input type="checkbox"/> 16. 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, sounds, intonation, pitch, and	<input type="checkbox"/> 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, deliver, and purpose. <i>Organization and Delivery of Oral Communication</i> <input type="checkbox"/> 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. <input type="checkbox"/> 1.4 Prepare a speech outline based upon a chosen pattern of organization, which	116, 119, 120, 124, 128, 131, 144, 145, 148, 149, 154, 179, 181, 182, 193, 202, 204, 207, 209, 210, 212, 213, 216, 222, 226, 228, 229, 234, 236, 237, 238, 239, 241, 243, 251, 259, 270, 278, 281, 284, 285, 298, 300, 301, 304, 305, 307, 310, 312, 316, 322 <u>Teacher's Resource Binder:</u> BLM# 15, 31, 39, 47, 55, 61, 79, 127, 143, 151		

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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.	modulation.	<input type="checkbox"/> generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. <input type="checkbox"/> 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. <input checked="" type="checkbox"/> 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations. <input type="checkbox"/> 1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and			

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					<input type="checkbox"/> modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. <i>Analysis and Evaluation of Oral and Media Communications</i> <input type="checkbox"/> 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material). <input checked="" type="checkbox"/> 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.			

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					<input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) 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 Standard 1.0. Using the speaking strategies of grade			

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					<input type="checkbox"/> eight outlined in Listening and Speaking Standard 1.0, students: <input type="checkbox"/> 2.1 Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or			

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					<input type="checkbox"/> contrast of characters). 2.2 Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge.			
					<input type="checkbox"/> 2.3 Deliver research presentations: a. Define a thesis.			

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					<input type="checkbox"/> <ul style="list-style-type: none"> b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs. 2.4 Deliver persuasive presentations: <ul style="list-style-type: none"> a. Include a well-defined thesis (i.e., one that makes a clear and 			

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					<input type="checkbox"/> knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone. 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone,			

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					<p>and gestures expressively to enhance the meaning.</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</p>			

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					<input type="checkbox"/> Students write and speak with a command of standard English conventions appropriate to this grade level. <i>Sentence Structure</i> 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style. <input type="checkbox"/> 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. <input type="checkbox"/> 1.3 Use subordination, coordination, apposition, and other devices to indicate			

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					<input type="checkbox"/> clearly the relationship between ideas. <i>Grammar</i> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> 1.5 Use correct punctuation and capitalization. <i>Spelling</i> 1.6 Use correct spelling conventions.			

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