

**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):

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Program Title: Contemporary's *American History 2*

Domains: Reading

Proficiency Levels: Intermediate

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

Program Description (Not to exceed two pages):

American History 2 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 2 incorporates the National Council for the Social Studies (NCSS) high school thematic strands and covers events beginning in 1865 and continues through present day. *American History 2* 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 2</i> Softcover Student Edition with CD-ROM	0-07-704437-1
<i>American History 2</i> Hardcover Student Edition with CD-ROM	0-07-704517-3
<i>American History 2</i> Teacher's Resource Binder	0-07-704439-8
<i>American History 2</i> Softcover Student Edition	0-07-704438-X
<i>American History 2</i> Hardcover Student Edition	0-07-704516-5
<i>American History 2</i> Student CD-ROM	0-07-704518-1
<i>American History 2</i> Annotated Teacher's Edition	0-07-704454-1
<i>American History 2</i> Blackline Masters	0-07-704492-4
<i>American History 2</i> Overhead Transparencies	0-07-704493-2
<i>American History 2</i> Teacher's CD-ROM	0-07-704491-6

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)	<input type="checkbox"/>	

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 8		Primary Citation	Supporting Citation
<input type="checkbox"/>	Word Analysis B1. Recognize and correctly pronounce most English phonemes while reading aloud.	<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"/>	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"/>	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"/>	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"/>	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>	<u>17 & 110 ELD & 1.3 ELA Standards</u> <i>Student Edition:</i> pp. 5, 10, 13, 14, 16, 21, 22, 26, 29, 33, 39, 34, 43, 48, 53, 55, 56, 57, 58, 59, 62, 68, 73, 75, 76, 82, 85, 86, 87, 89, 91, 95, 96, 97, 99, 101, 102, 103, 107, 112, 113, 116, 117, 119, 120, 123, 127, 128, 130, 131, 134, 139, 140, 142, 143, 146, 147, 148, 150, 151, 153, 157, 157, 162, 166, 167, 168, 169, 173, 175, 176, 182, 186, 187, 187, 189, 190,	
<input type="checkbox"/>	B2. Recognize the most common English morphemes in phrases and simple sentences. Fluency and Systematic Vocabulary Development	<input type="checkbox"/>	EI2. Use common English morphemes in oral and silent reading. EI3. Recognize obvious cognates (e.g., <i>education, educación; university, universidad</i>) in phrases, simple sentences, literature, and	<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"/>	EA2. Distinguish between cognates and false cognates in literature and texts in content areas. Fluency and Systematic Vocabulary Development	<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"/>	1.1 Analyze idioms,		
<input type="checkbox"/>	B3. Read aloud simple words presented in literature and subject-matter					<input type="checkbox"/>	EA3. Use			<input type="checkbox"/>			

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<input type="checkbox"/> texts; demonstrate 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	content area texts. Fluency and Systematic Vocabulary Development <input 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	<input type="checkbox"/> I3. Use a standard 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	knowledge of 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"/> A3. Recognize that 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"/> analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. <input type="checkbox"/> 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings. <input checked="" type="checkbox"/> 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or	193, 194, 197, 198, 201, 202, 203, 207, 212, 216, 219, 223, 227, 231, 232, 236, 237, 241, 243, 245, 247, 248, 249, 253, 254, 257, 259, 261, 262, 267, 268, 270, 275, 276, 278, 282, 283, 288, 291, 292, 295, 296, 299, 304, 309, 312, 314, 315, 318, 319, 321, 322, 325, 330, 334, 339, 340 <i>Student CD-Rom Student Chapter Activities: -Reading Comprehension Activities</i>		

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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 8	Primary Citation	Supporting Citation	
<input type="checkbox"/> 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 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-	<input type="checkbox"/> speaking or reading aloud. <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	<input checked="" type="checkbox"/> 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 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"/> EA6. Use decoding 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.	<input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. Reading Comprehension <input 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	<input type="checkbox"/> contrast. <input type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) 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</i> ,	-Vocabulary Reinforcement Activities <u>Teacher's Edition:</u> Extension Activities, pp. 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 21, 22, 26, 29, 32, 34, 43, 44, 46, 53, 55, 56, 57, 58, 59, 60, 62, 67, 69, 68, 73, 74, 75, 76, 82, 83, 87, 89, 90, 91, 92, 95, 96, 98, 103, 107, 112, 113, 116, 117, 119, 120, 123, 127, 128, 130, 131, 135, 134, 139, 142, 143, 146, 147, 148, 151, 153, 157, 162, 166, 167, 168, 169, 173, 175, 176,		

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<input type="checkbox"/>	related activities. B10. Recognize categories of common informational materials (e.g., newspaper, brochure).	<input type="checkbox"/>	comprehension questions. EI10. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	<input 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 type="checkbox"/>	Reading Comprehension EA9. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.	<input type="checkbox"/>	materials (e.g., newspapers, magazines, signs, textbooks). A9. Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).	<input type="checkbox"/>	<i>Kindergarten Through 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). <i>Structural Features of Informational Materials</i> 2.1 Compare and contrast the features	178, 180, 181, 182, 187, 189, 190, 193, 195, 197, 203, 207, 212, 216, 217, 221, 223, 224, 227, 231, 232, 237, 241, 243, 245, 249, 255, 257, 262, 265, 267, 271, 275, 278, 281, 282, 283, 287, 289, 288, 291, 295, 299, 305, 309, 310, 314, 319, 323, 325, 330, 332, 334, 341		
<input type="checkbox"/>	B11. Orally identify, using key words or phrases, the main ideas and some details of familiar texts.	<input type="checkbox"/>	EI11. Identify and orally explain categories of familiar informational materials by using simple sentences.	<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"/>	EA10. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).	<input type="checkbox"/>	Literary Response and Analysis A10. Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary					
<input type="checkbox"/>	B12. Point out text features, such as the title, table of contents, and chapter headings.	<input type="checkbox"/>	EI12. Read text and orally identify the main ideas and details of informational materials, literary text, and text in	<input type="checkbox"/>	I12. Identify and use detailed sentences to explain orally the differences among some categories of	<input type="checkbox"/>	EA11. Analyze a variety of rhetorical							
<input type="checkbox"/>	B13. Use pictures, lists, charts, and tables found in													

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<input type="checkbox"/> 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"/> 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 phrases. Literary Response and Analysis <input type="checkbox"/> EI15. Respond orally to factual	<input type="checkbox"/> 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). Literary Response and Analysis <input checked="" type="checkbox"/> I14. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I15. Read text and	<input type="checkbox"/> styles found in consumer (e.g., warranties, contracts, manuals) 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"/> 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 across literary works (e.g., good and evil, loyalty and betrayal).	<input type="checkbox"/> and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). <input type="checkbox"/> 2.2 Analyze text that uses proposition and support patterns. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. <input type="checkbox"/> 2.4 Compare the original text to a summary to determine whether the summary	72,-84, 86-100, 102, 104-106, 108, 112-114, 116, 118-122, 124, 126, 128-132, 134, 136-140, 142, 144-148, 150-154, 156-158, 160		

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<input type="checkbox"/> different characters and settings in simple literary texts by using words or phrases. <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	<input type="checkbox"/> 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"/> 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"/> 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"/> I16. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.	<input type="checkbox"/> EA14. Describe the author's point of view in literary text by using detailed sentences. <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	<input type="checkbox"/> A14. Compare and contrast the motivation and reactions of characters across a variety of literary texts. <input type="checkbox"/> A15. Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.	<input type="checkbox"/> accurately captures the main ideas, includes critical details, and conveys the underlying meaning. <input 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. <i>Expository Critique</i> <input type="checkbox"/> 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.			

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<input type="checkbox"/> forms of literature: fiction, nonfiction, and poetry. <input type="checkbox"/> B20. Recite simple poems.	<input type="checkbox"/> EI19. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences. <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.		<input type="checkbox"/> detailed sentences. <input type="checkbox"/> EA18. Describe the major characteristics of several forms of fiction and poetry: short story, essay, novel, ballad, lyric, epic.		<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 selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input type="checkbox"/> complexity of the materials to be ready by students. <i>Structural Features of Literature</i> 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 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			

*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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Publisher: Wright Group/McGraw-Hill (Contemporary)		Program Title: American History 2	
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 Reading Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8			
					<input type="checkbox"/> not addressed and resolved. <input type="checkbox"/> 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. <input type="checkbox"/> 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. <input type="checkbox"/> 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. <input type="checkbox"/> 3.6 Identify significant literary devices (e.g.,			

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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			
					<input type="checkbox"/> metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. <i>Literary Criticism</i> 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)			

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