

**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: Writing Strategies and Applications

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"/>	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					ELA Standards			
ELD Writing Strategies and Applications Standards					Grade 8		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 and stories with a few standard	<input type="checkbox"/> E11. Write simple sentences of brief responses to selected literature to show factual understanding of the text. <input type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> E13. Create a draft of a paragraph by following an outline. <input type="checkbox"/> E14. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math,	<input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input checked="" type="checkbox"/> I2. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) that include a thesis and some points of support. <input type="checkbox"/> I3. Develop a clear purpose in a short essay by appropriately using the rhetorical devices of quotations and facts.	<input type="checkbox"/> EA1. Write in different genres (e.g., short stories and narratives), including coherent plot development, characterization, and setting. <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.	<input type="checkbox"/> A1. Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. <input type="checkbox"/> A2. 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"/> A3. Use appropriate language variations and genres in	<input type="checkbox"/> <p style="text-align: center;">Writing</p> <p>1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> 1.1 Create compositions that establish a controlling</p>	<p><u>12 & 15 ELD & 1.4 & 2.3 ELA Standards</u></p> <p><u>Student Edition:</u> pp. 18, 24, 32, 40, 41, 48, 58, 66, 68, 95, 97, 99, 119, 120, 123, 134, 140, 146, 150, 154, 156, 166, 168, 175, 184, 192, 195, 202, 215, 220, 225, 235, 236, 237, 243, 247, 259, 260, 265, 268, 276, 281, 288, 293, 296, 298, 302, 304, 312, 315, 321, 322, 333, 338</p> <p><u>Teacher's Edition:</u> Extension Activities, pp. 13,</p>		

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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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ELD Writing Strategies and Applications 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	Grade 8	Primary Citation	Supporting Citation
<input type="checkbox"/> grammatical forms. <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"/> B6. Complete basic business forms in which information such as one's name, address, and telephone number is requested. <u>English Language Conventions</u> <input type="checkbox"/> B7. Edit one's own work and correct the punctuation.	<input type="checkbox"/> 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 given topic. <input type="checkbox"/> EI7. Proceed through the writing	<input type="checkbox"/> 14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input checked="" type="checkbox"/> 15. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> 16. Write documents related to career development (e.g., business letter, job	<input type="checkbox"/> EA4. Use appropriate language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> EA5. Write pieces related to career development (e.g., business letter, job application, letter of inquiry). <input type="checkbox"/> EA6. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	<input type="checkbox"/> writing for language arts and other content areas. <input type="checkbox"/> A4. Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum). <input type="checkbox"/> A5. Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. <input type="checkbox"/> A6. Develop a clear thesis and use various rhetorical devices (e.g.,	<input type="checkbox"/> impression, have a coherent thesis, and end with a clear and well-supported conclusion. <input type="checkbox"/> 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. <input type="checkbox"/> 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. <input checked="" type="checkbox"/> <i>Research and Technology</i> <input type="checkbox"/> 1.4 Plan and conduct multiple-step information searches	144, 163, 164, 165, 174, 178, 185, 190, 191, 194, 196, 224, 226, 230, 233, 244, 248, 252, 261, 267, 280, 284, 297, 301, 303, 311, 316, 327, 332, 336, 237 <u>Teacher's Resource Binder:</u> BLM#: 15, 55, 61, 63, 67, 79, 87, 95, 103, 111, 119, 127	

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

Grades 6- 8					ELA Standards			
ELD Writing Strategies and Applications Standards					Grade 8		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced				
<input type="checkbox"/> B8. Identify basic vocabulary, mechanics, 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"/> 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"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications). <u>English Language Conventions</u> <input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and	<input type="checkbox"/> application). <input type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and short stories that include a sequence of events and supporting details. <input type="checkbox"/> 18. 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"/> 19. Investigate and research a topic in	<input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input type="checkbox"/> EA8. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input type="checkbox"/> EA9. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. Use appropriate tone and voice for the purpose, audience,	<input type="checkbox"/> analogies, quotations, facts, statistics, and comparison) to support it. <input type="checkbox"/> A7. Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization,	<input type="checkbox"/> by using computer networks and modems. 1.5 Achieve an effective balance between researched information and original ideas. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students write			

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ELD Writing Strategies and Applications Standards					Grade 8		Primary Citation	Supporting Citation
<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				
	spelling). <input type="checkbox"/> EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input type="checkbox"/> EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	a content area and develop a brief essay or report that includes source citations. <u>English Language Conventions</u> <input type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input type="checkbox"/> I11. Edit and correct basic grammatical structures and usage of the conventions of writing.	and subject matter. <u>English Language Conventions</u> <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	setting, and a variety of literary strategies (e.g., dialogue, suspense). <input type="checkbox"/> A9. Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography. <u>English Language Conventions</u> A10. Revise writing for appropriate word choice and organization, consistent point of view, and	<input type="checkbox"/> narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. 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 grade eight outlined in Writing Standard 1.0, students: <input type="checkbox"/> 2.1 Write biographies, autobiographies, short stories, or narratives: a. Relate a clear,			

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Grades 6- 8 ELD Writing Strategies and Applications Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8		Primary Citation	Supporting Citation
			writing.	<p>transitions, using approximately standard grammatical forms and spelling.</p> <p>A11. Create coherent paragraphs through effective transitions and parallel constructions.</p> <p>A12. Edit writing for the mechanics to approximate standard grammatical forms.</p>	<input type="checkbox"/> <p>coherent incident, event, or situation by using well-chosen details.</p> <p>b. Reveal the significance of, or the writer's attitude about, the subject.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p> <p>2.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>b. Connect the</p>			

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					<input checked="" type="checkbox"/> student's 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 to personal knowledge. 2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the			

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					<input type="checkbox"/> topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs. 2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade 8		Primary Citation	Supporting Citation
					<input type="checkbox"/> c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 2.5 Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). <input type="checkbox"/>			

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					2.6 Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. Written And Oral English Language Conventions The standards for written and oral English language			

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					<input type="checkbox"/> <p>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>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <input type="checkbox"/> <p><i>Sentence Structure</i> 1.1 Use correct and varied sentence types and sentence openings to present</p>			

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					<input type="checkbox"/> a lively and effective personal style. 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 clearly the relationship between ideas. <input type="checkbox"/> <i>Grammar</i> 1.4 Edit written manuscripts to ensure that correct grammar is used. <i>Punctuation and Capitalization</i> <input type="checkbox"/> 1.5 Use correct			

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					<input type="checkbox"/>	punctuation and capitalization. <i>Spelling</i> 1.6 Use correct spelling conventions.		

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