

**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 *Economics*

Domains: Reading

Proficiency Levels: Early Advanced

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

Program Description (Not to exceed two pages):

Economics 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.

Economics incorporates the National Council on Economic Education Voluntary Standards. Each chapter includes an article from *BusinessWeek* that helps students to better understand the economic principle being taught in the chapter. The *Economics* software includes a graphic library of **Standard and Poor's** economic data. *Economics* concludes with a series of case studies that address ongoing economic concerns on the global level. *Economics* 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
- Economic Data Library
- 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>Economics</i> Softcover Student Edition with CD-ROM | 0-07-704440-1 |
| <i>Economics</i> Hardcover Student Edition with CD-ROM | 0-07-704522-X |
| <i>Economics</i> Teacher's Resource Binder | 0-07-704442-8 |
| <i>Economics</i> Softcover Student Edition | 0-07-704441-X |
| <i>Economics</i> Hardcover Student Edition | 0-07-704521-1 |
| <i>Economics</i> Student CD-ROM | 0-07-704498-3 |
| <i>Economics</i> Annotated Teacher's Edition | 0-07-704451-7 |
| <i>Economics</i> Blackline Masters | 0-07-704500-9 |
| <i>Economics</i> Overhead Transparencies | 0-07-704501-7 |
| <i>Economics</i> Teacher's CD-ROM | 0-07-704499-1 |

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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|--|-------------------------|---|---------------------|
| Publisher: Wright Group/McGraw-Hill (Contemporary) | | Program Title: Economics | |
| 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 9-12 ELD Reading Standards | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|---|--|--|---|--|---|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | | | |
| <input type="checkbox"/> Word Analysis <input type="checkbox"/> 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 (e.g., basic syllabication rules, phonics, regular and irregular plurals). Fluency and Systematic Vocabulary Development | <input type="checkbox"/> Word Analysis <input type="checkbox"/> 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 | <input type="checkbox"/> Word Analysis <input type="checkbox"/> 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 <input type="checkbox"/> EA1. Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove, extend</i>). <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 | <input type="checkbox"/> Word Analysis <input type="checkbox"/> 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"/> Reading <input type="checkbox"/> 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. | <u>EA5 & EA10 ELD & 2.1 & 2.5 ELA Standards</u> <u>Student Edition:</u> pp. 4, 6, 12, 14, 15, 17, 20, 22, 24, 26, 29, 31, 35, 38, 39, 42, 44, 46, 49, 52, 53, 56, 59, 60, 63, 66, 67, 70, 71, 75, 76, 77, 79-80, 83, 87, 88, 90, 92, 93, 97, 100, 102, 105, 106, 107, 115, 118, 122, 124, 129, 130, 133, 137, 141, 142, 145, 146, 149, 150, 154, 157, 158, 161, 162, 165, 166, 167, 170, 170, 172, 173, 176, 177, | | |

*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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|--|---|---|---|--|---|---|--|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | | | |
| <input type="checkbox"/> B3. Recognize simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>). | <input type="checkbox"/> texts. Fluency and Systematic Vocabulary Development | <input type="checkbox"/> dictionary to derive the meaning of unknown vocabulary. | <input type="checkbox"/> knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. | <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"/> 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. | <input type="checkbox"/> 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo). | 178, 182, 183, 186, 191, 192, 195, 196, 198, 201, 205, 208, 209, 214, 215, 218, 219, 222, 225, 226, 229, 230, 231, 232, 233, 234, 235, 237, 242-243, 247, 248, 253, 254, 255, 257, 261, 264, 265, 268, 270, 271, 274, 279, 280, 286, 287, 290, 293, 297, 304, 309, 313, 317, 323, 326, 328, 329, 333, 334, 335, 336, 337, 347, 359 | |
| <input type="checkbox"/> B4. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. | <input type="checkbox"/> EI4. Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. | <input type="checkbox"/> 14. Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words. | <input type="checkbox"/> EA4. Recognize that some words have multiple meanings and apply this knowledge to understand texts. | <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent reading. | <input type="checkbox"/> 2.0 Reading Comprehension (Focus on Informational Materials) | | | |
| <input type="checkbox"/> B5. Respond with appropriate short phrases or sentences in | <input type="checkbox"/> EI5. Recognize simple idioms, analogies, and figures of speech (e.g., "the last word") in literature and subject-matter texts. | <input type="checkbox"/> 15. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. | <input checked="" type="checkbox"/> EA5. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts. | <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. | <u>Student CD-Rom</u> <u>Student Chapter Activities</u> | | | |

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

| Grades 9-12 ELD Reading Standards | | | | | ELA 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 | Grades 9-10 | Primary Citation | Supporting Citation | |
| <input type="checkbox"/> various social and academic settings (e.g., answer simple questions). <input type="checkbox"/> B6. Use an English dictionary to find the meaning of simple known vocabulary. <input type="checkbox"/> B7. Produce simple 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. Understand | <input type="checkbox"/> passages independently. <input type="checkbox"/> E17. Recognize that some words have multiple meanings and apply this knowledge to texts. <input type="checkbox"/> E18. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud. <input type="checkbox"/> E19. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and | <input type="checkbox"/> English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> 17. Use decoding skills and knowledge of both academic and social vocabulary to read independently. <input type="checkbox"/> 18. Apply knowledge of text connectors to make inferences. Reading Comprehension <input type="checkbox"/> 19. In detailed sentences identify orally two to three | <input type="checkbox"/> EA6. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). <input type="checkbox"/> EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. <input type="checkbox"/> EA8. Recognize idioms, analogies, and metaphors used in literature and texts in content areas. | <input type="checkbox"/> A6. Use a standard dictionary to determine the meaning of unknown words. Reading Comprehension <input type="checkbox"/> A7. Apply knowledge of language to achieve comprehension of informational materials, literacy text, and text in content areas. <input type="checkbox"/> A8. Analyze the features and rhetorical devices of different types of public documents and the way | Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and | -Reading Comprehension Activities -Vocabulary Reinforcement Activities <u>Teacher's Edition: Extension</u> Activities, pp. 4, 7, 8, 10, 12, 14, 15, 17, 20, 22, 24, 25, 26, 29, 31, 32, 35, 39, 44, 46, 49, 53, 56, 59, 60, 63, 66, 67, 70, 71, 7, 76, 77, 79-80, 83, 87, 88-89, 90, 92, 93, 97, 100, 107, 115, 118-119, 123, 122, 124, 129, 130, 137, 141, 142, 145, 146-147, 149, 150, 154, 157, | | |

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|--|---|---|---|---|--|---|---------------------|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | Primary Citation | Supporting Citation | |
| <input type="checkbox"/> and follow simple multiple-step oral directions for classroom or work-related activities. <input type="checkbox"/> B9. Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. <input type="checkbox"/> B10. Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or | <input type="checkbox"/> expository texts. <input type="checkbox"/> EI10. Use a standard dictionary to find the meaning of unknown vocabulary. <input type="checkbox"/> EI11. Use appropriate connectors (e.g., <i>first, then, after that, finally</i>) to sequence written text. Reading Comprehension <input type="checkbox"/> EI12. Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension | <input type="checkbox"/> examples of how clarity of text is affected by the repetition of important ideas and by syntax. <input type="checkbox"/> I10. Present a brief report that verifies and clarifies facts in two to three forms of expository text. <input type="checkbox"/> I11. Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas. <input type="checkbox"/> I12. Understand | <input type="checkbox"/> EA9. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts. Reading Comprehension <input checked="" type="checkbox"/> EA10. Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas. <input type="checkbox"/> EA11. Analyze the structure and format of workplace documents and the | <input type="checkbox"/> authors use those features and devices. <input type="checkbox"/> A9. Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas. <input type="checkbox"/> A10. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and | <input checked="" type="checkbox"/> contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal. <i>Structural Features of Informational Materials</i> <input checked="" type="checkbox"/> 2.1 Analyze the structure and format of functional, workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. <input type="checkbox"/> 2.2 Prepare a | 158-159, 161, 162, 170, 173-174, 176, 177, 178, 182, 183, 186-187, 191, 192, 194, 195, 196, 198, 201, 205, 209-210, 214, 215, 218, 219, 222, 225, 226, 229, 230, 232, 233, 234, 235, 237, 242-243, 247, 249, 255, 257, 261, 264, 265, 268, 270, 271, 274, 279, 280-281, 287-288, 297, 309, 317, 323, 328, 329, 341, 342, 343, 344, 348, 351, 352-353, 355, 356 Teacher's | | |

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| Grades 9-12 ELD Reading Standards | | | | | ELA 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 | Grades 9-10 | | Primary Citation | Supporting Citation |
| <p>phrases.</p> <input type="checkbox"/> B11. Point out text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> B12. Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts). <p>Literary Response and Analysis</p> <input type="checkbox"/> B13. Identify orally the beginning, middle, and end of a simple literary text. | <p>questions.</p> <input type="checkbox"/> EI13. Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. <input type="checkbox"/> EI14. Orally identify the features of simple excerpts of public documents by using key words or phrases. <input type="checkbox"/> EI15. Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text. | <p>and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.</p> <input type="checkbox"/> I13. Listen to an excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences. <input type="checkbox"/> I14. Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author | <p>way in which authors use structure and format to achieve their purposes.</p> <input type="checkbox"/> EA12. Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography). <input type="checkbox"/> EA13. Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice. <input type="checkbox"/> EA14. Analyze the | <p>evidence. Prepare a bibliography for the report.</p> <input type="checkbox"/> A11. Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography. <p>Literary Response and Analysis</p> <input type="checkbox"/> A12. Describe the functions of dialogue, scene design, asides, and | <p>bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <input type="checkbox"/> 2.3 Generate relevant questions about readings on issues that can be researched. <input type="checkbox"/> 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related | <p><u>Resource Binder:</u> BLM#: 1-2, 4-14, 16-22, 24-28, 30-46, 32-34, 36, 38, 40-46, 48-54, 56-62, 64-66, 68, 70-78, 80-94, 96-106, 108-122, 124-130, 132-134, 136-161</p> | | |

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| <input type="checkbox"/> B14. Read a simple selection and orally identify the speaker or narrator. <input type="checkbox"/> B15. Role-play a character from a familiar piece of literature by using phrases or simple sentences. <input type="checkbox"/> B16. Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts. <input type="checkbox"/> B17. Recognize the difference in points of view between first person and third person by using phrases or | <input type="checkbox"/> EI16. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers). <input type="checkbox"/> EI17. Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product. Literary Response and Analysis | <input type="checkbox"/> I15. Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and workplace documents and content area texts. Literary Response and Analysis <input type="checkbox"/> I16. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts. <input type="checkbox"/> I17. Read text and | <input type="checkbox"/> EA15. Identify several literary elements and techniques (e.g., figurative language, imagery, and symbolism). <input type="checkbox"/> EA16. Read and identify ways in which poets use personification, | <input type="checkbox"/> A13. Explain the significance of several literary elements and techniques (e.g., figurative language, imagery, allegory, and symbolism). <input type="checkbox"/> A14. Compare and contrast a similar theme or topic across genres and explain how the genre shapes the theme or topic. <input type="checkbox"/> A15. Analyze the interaction between characters and subordinate characters in literary texts (e.g., | <input checked="" type="checkbox"/> 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. <input type="checkbox"/> 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software problems and in access guides to World Wide Web sites on the Internet). <i>Expository Critique</i> <input type="checkbox"/> 2.7 Critique the | | | |

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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 | Grades 9-10 | | Primary Citation | Supporting Citation |
| <input type="checkbox"/> simple sentences. <input type="checkbox"/> B18. Recite simple poems | <input type="checkbox"/> EI18. Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy). <input type="checkbox"/> EI19. Read literary texts and orally identify the main events of the plot by using simple sentences. <input type="checkbox"/> EI20. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences. <input type="checkbox"/> EI21. Distinguish the | <input type="checkbox"/> use detailed sentences to respond orally to factual comprehension questions about three forms of literature. <input type="checkbox"/> I18. Read literary texts and use detailed sentences to describe orally the sequence of events. <input type="checkbox"/> I19. Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them. <input type="checkbox"/> I20. Use detailed sentences to | <input type="checkbox"/> figures of speech, imagery, and the “sound” of language. <input type="checkbox"/> EA17. Identify the functions of dialogue, scene design, and asides in dramatic literature. <input type="checkbox"/> EA18. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences. <input type="checkbox"/> EA19. Identify recognized works of American literature and the genre to which they | <input type="checkbox"/> motivations and reactions). <input type="checkbox"/> A16. Analyze recognized works of American literature and identify their genre to contrast major periods and trends. <input type="checkbox"/> A17. Relate the literary works of authors to the major themes and issues of their eras. | <input type="checkbox"/> logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. <input type="checkbox"/> 2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional | | | |

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|--|-------------------------|---|---------------------|
| Publisher: Wright Group/McGraw-Hill (Contemporary) | | Program Title: Economics | |
| 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 9-12 ELD Reading Standards | | | | | ELA 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 | Grades 9-10 | | Primary Citation | Supporting Citation |
| | <input type="checkbox"/> characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables. <input type="checkbox"/> EI22. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama. <input type="checkbox"/> EI23. Use expanded vocabulary and some descriptive words in oral responses to familiar literature. | <input type="checkbox"/> compare and contrast orally a similar theme or topic across three genres. <input type="checkbox"/> I21. Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting, and characters. <input type="checkbox"/> I22. Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue. <input type="checkbox"/> I23. Use detailed | belong to contrast major periods, themes, and trends. <input type="checkbox"/> EA20. Identify recognized works of world literature and contrast the major literary forms and techniques. <input type="checkbox"/> EA21. Identify the characteristics of subgenres (e.g., satire, pastoral, allegory) that are used in various genres. <input type="checkbox"/> EA22. Identify techniques that have specific rhetorical or aesthetic purposes in literary texts | | <input type="checkbox"/> journals, editorials, political speeches, primary source material). <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 conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through</i> | | | |

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|--------------------------------------|--------------------|--|---|----------|--------------------------|--|------------------|---------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | | | |
| | | sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound. | (e.g., irony, tone, mood, "sound" of language). | | <input type="checkbox"/> | <i>Twelve</i> illustrate the quality and complexity of the materials to be read by students. <i>Structural Features of Literature</i> 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). <input type="checkbox"/> 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre | | |

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| | | | | | <input type="checkbox"/> shapes the theme or topic. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. <input type="checkbox"/> 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic | | | |

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| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | | | |
| | | | | | <input type="checkbox"/> monologue, and soliloquy. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. <input type="checkbox"/> 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). <input type="checkbox"/> 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, | | | |

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| | | | | | <input type="checkbox"/> and symbolism, and explain their appeal. 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. <input type="checkbox"/> 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. <input type="checkbox"/> 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils | | | |

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| | | | | | <input type="checkbox"/> in dramatic literature. <i>Literary Criticism</i> 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) | | | |
| | | | | | <input type="checkbox"/> 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) | | | |

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