

**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 *American History 2*

Domains: Writing Strategies and Applications

Proficiency Levels: Intermediate; Early Advanced

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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| ELD Proficiency Levels: | | FOR LEA USE ONLY Designated Standards ELD and ELA #'s | |
| <input type="checkbox"/> Beginning (B) | <input type="checkbox"/> Early Advanced (EA) | | |
| <input type="checkbox"/> Early Intermediate (EI) | <input type="checkbox"/> Advanced (A) | | |
| <input type="checkbox"/> Intermediate (I) | | | |

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

| Grades 9-10 ELD Writing: Strategies and Applications Standards | | | | | ELA Standards | | | |
|---|---|--|--|---|---|--|---------------------|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | Primary Citation | Supporting Citation | |
| <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 with a few standard grammatical forms. | <input type="checkbox"/> EI1. Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one's own experience to specific parts of the text. <input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input type="checkbox"/> EI3. Use simple sentences to create a draft of a short essay that follows an outline. <input type="checkbox"/> EI4. Write an increasing number of words and | <input type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience. <input type="checkbox"/> I2. Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs. <input type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing. <input type="checkbox"/> I4. Write responses | <input type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form). <input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. <input type="checkbox"/> EA3. Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. <input type="checkbox"/> EA4. Use appropriate language variations | <input type="checkbox"/> A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. <input type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis. <input type="checkbox"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples. <input type="checkbox"/> A4. Complete job applications and write résumés that | <input type="checkbox"/> Writing <input type="checkbox"/> 1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed. <i>Organization and Focus</i> <input type="checkbox"/> 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the | <u>18 & EA9 ELD & 1.1 \$ 1.3 (Written and Oral English Language Conventions) ELA Standards</u> <i>Student Edition:</i> pp. 11, 12, 13, 14, 18, 21, 22, 24, 27, 28, 32, 39, 40, 41, 43, 46, 47, 48, 52, 57, 58, 59, 63, 66, 68, 69, 73, 75, 76, 83, 86, 89, 92, 93, 95, 96, 97, 99, 103, 108, 110, 115, 117, 119, 120, 123, 125, 129, 133, 134, 139, 140, 141, 146, 148, 149, 150, 153, 154, 156, 157, 158, 160, 162, 164, 166, 168, 173, 175, 179, 182, | | |

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| ELD Writing: Strategies and Applications Standards | | | | | | | |
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | Primary Citation | Supporting Citation |
| <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 a job application form by providing basic information, such as one's name, age, address, and education. English Language Conventions <input type="checkbox"/> B7. Edit one's own work and correct the punctuation. <input type="checkbox"/> B8. Identify basic vocabulary, mechanics, and sentence | <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 | <input type="checkbox"/> I5. Recognize structured ideas and arguments and support examples in persuasive writing. <input type="checkbox"/> I6. Fill out job applications and prepare résumés that are clear and provide all needed information. <input type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that | <input type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately. <input type="checkbox"/> EA6. Write reflective compositions that explore the significance of events. <input type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies. <input type="checkbox"/> EA8. Use strategies of notetaking, | <input type="checkbox"/> fit the purpose and audience and follow the conventional format for the type of document. <input type="checkbox"/> A5. 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"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions. <input type="checkbox"/> A7. Use strategies of notetaking, | <input type="checkbox"/> subject and maintain a consistent tone and focus throughout the piece of writing. <input type="checkbox"/> 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. <i>Research and Technology</i> <input type="checkbox"/> 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. <input type="checkbox"/> 1.4 Develop the main ideas within the body of the composition | 184, 189, 190, 195, 197, 202, 209, 215, 217, 218, 220, 223, 225, 227, 230, 232, 235, 236, 237, 241, 143, 145, 146, 247, 249, 251, 253, 254, 257, 259, 260, 262, 265, 267, 268, 269, 270, 275, 276, 278, 279, 281, 283, 284, 286, 288, 289, 291, 292, 293, 296, 298, 299, 301, 302, 204, 309, 310, 312, 314, 315, 317, 321, 322, 325, 327, 333, 334, 338, 340 <u>Student CD-Rom</u> -Student Presentation | |

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

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

| Grades 9-10 ELD Writing: Strategies and Applications 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"/> 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"/> given topic. <input type="checkbox"/> E17. Proceed through the writing 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 checked="" type="checkbox"/> include a sequence of events and supporting details. <input checked="" type="checkbox"/> I8. 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"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. <u>English Language Conventions</u> | <input type="checkbox"/> outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms. <input checked="" type="checkbox"/> EA9. Write expository compositions and reports that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice for the purpose, audience, and subject matter. <u>English Language Conventions</u> | <input type="checkbox"/> outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms. <input type="checkbox"/> A8. Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims <input type="checkbox"/> A9. Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or | <input type="checkbox"/> through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). <input type="checkbox"/> 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). <input type="checkbox"/> 1.6 Integrate quotations and citations into a written text while maintaining the flow | Builder Software -Introducciones y actividades del capítulo <u>Teacher's Edition: Extension</u> Activities, pp. 19, 27, 42, 53, 57, 60, 62, 64, 65, 74, 77, 81, 91, 95, 101, 113, 114, 118, 125, 126, 130, 133, 159, 160, 174, 175, 177, 178, 180, 191, 192, 194, 196, 208, 213, 215, 224, 225, 226, 230, 233, 244, 247, 248, 252, 260, 261, 263, 267, 282, 284, 285, 292, 297, 300, 311, 313, 327, 331, 333, 336 | | |

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|---|---|---|--|---|---|--|---------------------|--|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | Primary Citation | Supporting Citation | |
| | <input type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). <input type="checkbox"/> E110. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input type="checkbox"/> E111. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. | <input type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input type="checkbox"/> I12. Edit and correct basic grammatical structures and usage of the conventions of writing. | <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 writing. | expressions of commonly accepted beliefs and logical reasoning. <u>English Language Conventions</u> <input type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. <input type="checkbox"/> A11. Create coherent paragraphs through effective transitions and parallel constructions. | <input type="checkbox"/> of ideas. 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i>). <input type="checkbox"/> 1.8 Design and publish documents by using advanced publishing software and graphic programs. <i>Evaluation and Revision</i> <input type="checkbox"/> 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the | <u>Teacher's Resource Binder:</u> BLM#: 15, 23, 29, 31, 35, 39, 43, 47, 55, 61, 63, 67, 69, 71, 75, 79, 87, 91, 93, 95, 99, 103, 107, 111, 115, 119, 123, 127, 133, 135, 139, 143, 151, 155, 157, 159 | | |

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| | | | | <input type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms. | <input type="checkbox"/> precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. <input type="checkbox"/> 2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, | | | |

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| <u>B</u> eginning | <u>E</u> arly Intermediate | <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"/> organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students: 2.1 Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells | | | |

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| | | | | | <input type="checkbox"/> of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. | | | |
| | | | | | <input type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. | | | |

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| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | | | |
| | | | | | <input type="checkbox"/> b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input type="checkbox"/> 2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, | | | |

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| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | | | |
| | | | | | | including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, | | |

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| | | | | | <input type="checkbox"/> biases, and expectations. f. Use technical terms and notations accurately. <input type="checkbox"/> 2.4 Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, | | | |

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

| Grades 9-10 ELD Writing: Strategies and Applications Standards | | | | | ELA Standards | | Primary Citation | Supporting Citation |
|---|--------------------|--------------|-------------------|----------|---|--|---------------------|------------------------|
| Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Grades 9-10 | | | |
| | | | | | <input type="checkbox"/> <p>and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counter-claims, biases, and expectations. 2.5 Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a</p> | | | |

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Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

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|--|--|---|--|
| Publisher: Wright Group/McGraw-Hill (Contemporary) | | Program Title: American History 2 | |
| ELD Proficiency Levels: | | FOR LEA USE ONLY Designated Standards ELD and ELA #'s | |
| Beginning (B) | | Early Advanced (EA) | |
| Early Intermediate (EI) | | Advanced (A) | |
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| | | | | | <input type="checkbox"/> conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. <input type="checkbox"/> 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., | | | |

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| | | | | | troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings. <u>Written And Oral English Language Conventions</u> 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. <input type="checkbox"/> 1.0 Written and Oral English language Conventions | | | |

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| | | | | | <input type="checkbox"/> Students write and speak with a command of standard English conventions. <i>Grammar and Mechanics of Writing</i> 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). <input type="checkbox"/> 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of | | | |

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| | | | | | <input checked="" type="checkbox"/> verb tenses). 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. <i>Manuscript Form</i> <input type="checkbox"/> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. <input type="checkbox"/> 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material | | | |

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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 |
| | | | | | | | | | | (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations. | | | |

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