

Publisher: <b>Great Source Education Group</b>				Program Title: <b>Reading &amp; Writing Sourcebook © 2000, Grade 9</b>			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s			
X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

<b>Grades 9-10</b>							<b>ELA Standards</b>	
<b>ELD Writing: Strategies and Applications Standards</b>								
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation	
<input checked="" 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 checked="" type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details.  <input checked="" type="checkbox"/> B4. Use the writing process to write brief narratives with a few standard grammatical forms.	<input checked="" 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 checked="" 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 simple sentences	<input checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.  <input checked="" 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 checked="" type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing.  <input checked="" type="checkbox"/> I4. Write responses	<input type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).  <input checked="" type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.  <input checked="" 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 and genres in	<input checked="" type="checkbox"/> A1. Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.  <input checked="" type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis.  <input checked="" 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 fit the purpose and	<input type="checkbox"/> <b>Writing</b> <b>1.0 Writing Strategies</b> 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.	<input checked="" type="checkbox"/> <b>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain</b>	<input type="checkbox"/> <b>1.0 Writing Strategies</b> 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.	<input type="checkbox"/> <b>1.0 Writing Strategies</b> 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.
					<input type="checkbox"/> <b>1.0 Writing Strategies</b> 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.	<input type="checkbox"/> <b>1.0 Writing Strategies</b> 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.	<input type="checkbox"/> <b>1.0 Writing Strategies</b> 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.	

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<input checked="" 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.  <b>English Language Conventions</b>  <input checked="" type="checkbox"/> B7. Edit one's own work and correct the punctuation.  <input type="checkbox"/> B8. Identify basic	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> I7. Use complex sentences in writing brief fictional biographies and short stories that include a sequence	<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 checked="" type="checkbox"/> EA7. Write detailed fictional biographies or autobiographies.  <input type="checkbox"/> EA8. Use strategies of notetaking,	<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, outlining, and	<input type="checkbox"/> 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 checked="" type="checkbox"/> 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g.,	238  <b>B5-ELD Standard &amp; Writing 1.1 &amp; 2.3</b> <b>ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 56, 63-64, 117-118, 124, 134, 159, 175-176, 185, 195  <b>B7-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 19, 31, 40, 48, 56, 72, 83, 97, 109, 117, 124, 134, 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238  <b>B9-ELD Standard &amp; Written and Oral English Language</b>	<b>B5-ELD Standard &amp; Writing 1.1 &amp; 2.3</b> <b>ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 55, 62, 108-109, 116, 123, 133, 158, 174, 184, 194		

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<input checked="" type="checkbox"/> vocabulary, mechanics, and sentence structures in a piece of writing.  <input checked="" type="checkbox"/> B9. Revise one's writing for proper use of final punctuation, capitalization, and correct spelling.	<input checked="" 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><b>English Language Conventions</b></u>  <input type="checkbox"/> E19. Edit writing for basic conventions	<input checked="" type="checkbox"/> 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><b>English Language Conventions</b></u>  <input type="checkbox"/> I10. Revise writing for appropriate	<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><b>English Language Conventions</b></u>	<input type="checkbox"/> summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.  <input checked="" 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 checked="" type="checkbox"/> A9. Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted	<input type="checkbox"/> 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 of ideas. <input type="checkbox"/> 1.7 Use appropriate conventions for	<b>Conventions 1.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 19, 31, 40, 48, 56, 72, 83, 97, 109, 117, 124, 134, 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238  <b>E11-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 14-15, 16, 17, 23, 25, 27, 29, 30, 36, 37, 38, 52, 53, 54, 55, 59, 61, 68, 70, 75, 77, 80, 81, 82, 88, 89, 92, 94, 102, 104, 108, 114, 116, 123, 129, 131, 132, 135, 142, 222, 223, 224, 228, 230, 232, 234, 235, 236	<b>E11-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 13, 18, 20, 32, 35, 39, 41, 64, 72, 83, 98, 109, 110, 117, 118, 119, 124, 133, 134, 138, 140, 225-226, 227, 238

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	<input checked="" type="checkbox"/> (e.g., punctuation, capitalization, and 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.	<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> EA12. Edit writing for grammatical structures and the mechanics of writing.	<input type="checkbox"/> beliefs and logical reasoning.  <b>English Language Conventions</b>  <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 checked="" type="checkbox"/> A12. Edit writing for the mechanics to approximate	<input type="checkbox"/> 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 precision of word choice, and the tone by taking into consideration the	<b>EI3-ELD Standard &amp; Writing 1.1 &amp; 1.4 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , p. 226-227  <b>EI5-ELD Standard &amp; Writing 1.1 &amp; 2.3 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 56, 63-64, 117-118, 124, 134, 159, 175-176, 185, 195  <b>EI7-ELD Standard &amp; Writing 1.4 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 19, 31-32, 56, 63-64, 117-118, 124, 169, 185, 195  <b>EI9-ELD Standard &amp; Written and Oral English Language</b>	<b>EI3-ELD Standard &amp; Writing 1.1 &amp; 1.4 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , p. 225  <b>EI5-ELD Standard &amp; Writing 1.1 &amp; 2.3 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 55, 62, 108-109, 116, 123, 133, 158, 174, 184, 194  <b>EI7-ELD Standard &amp; Writing 1.4 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 18, 62, 116, 152, 159, 175, 226-227		

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation		Supporting Citation	
								standard grammatical forms.		<input type="checkbox"/> audience, purpose, and formality of the context.  <input type="checkbox"/> <b>2.0 Writing Applications (Genres and Their Characteristics)</b>  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, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing	<b>Conventions 1.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 19, 31, 40, 48, 56, 72, 83, 97, 109, 117, 124, 134, 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238  <b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 31-32, 169, 237-238  <b>I2-ELD Standard &amp; Writing 1.1 &amp; 2.3 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 56, 63-64, 117-118, 124, 134, 159, 175-176, 185, 195	<b>I1-ELD Standard &amp; Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 97, 167-168, 236  <b>I2-ELD Standard &amp; Writing 1.1 &amp; 2.3 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 55, 62, 108-109, 116, 123, 133, 158, 174, 184, 194			

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					<input checked="" type="checkbox"/> 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 of a scene and the specific actions, movements, gestures, and feelings of the characters; use	<b>I3-ELD Standard &amp; Writing 2.1 &amp; 2.2 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 55, 106, 108, 133-134, 174, 175-176  <b>I4-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 20, 32, 55, 64, 83-84, 98, 109, 110, 117, 124, 134, 135, 175-176, 226-227, 238  <b>I5-ELD Standard &amp; Writing 2.4 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 185, 195  <b>I7-ELD Standard &amp;</b>	<b>I3-ELD Standard &amp; Writing 2.1 &amp; 2.2 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 31-32, 97, 167-169, 236-238  <b>I4-ELD Standard &amp; Writing 2.2 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 30, 72, 97, 118, 225  <b>I5-ELD Standard &amp; Writing 2.4 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 183-184, 194  <b>I7-ELD Standard &amp;</b>		

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										<input checked="" type="checkbox"/> 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. 2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate	<b>Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 31-32, 169, 237-238  <b>18-ELD Standard &amp; Writing 1.1 &amp; 1.4 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 226-227  <b>112-ELD Standard &amp; Written and Oral English Language Conventions 1.0 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 19, 31, 40, 48, 56, 72, 83, 97, 109, 117, 124, 134, 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238	<b>Writing 2.1 ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 97, 167-168, 236  <b>18-ELD Standard &amp; Writing 1.1 &amp; 1.4 ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i> , p. 225			

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										☒	<p>awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately</p>	<p><b>EA2-ELD Standard &amp; Writing 1.1 &amp; 1.4 ELA Standards:</b> SB <i>Reading &amp; Writing Sourcebook</i>, pp. 226-227</p> <p><b>EA3-ELD Standard &amp; Writing 2.4 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i>, pp. 185, 195</p> <p><b>EA7-ELD Standard &amp; Writing 2.1 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i>, pp. 31-32, 169, 237-238</p> <p><b>EA9-ELD Standard &amp; Writing 1.1 &amp; 2.3 ELA Standards:</b> SB <i>Reading &amp; Writing Sourcebook</i>, pp. 56, 63-64, 117-</p>	<p><b>EA2-ELD Standard &amp; Writing 1.1 &amp; 1.4 ELA Standards:</b> SB <i>Reading &amp; Writing Sourcebook</i>, p. 225</p> <p><b>EA3-ELD Standard &amp; Writing 2.4 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i>, pp. 183-184, 194</p> <p><b>EA7-ELD Standard &amp; Writing 2.1 ELA Standard:</b> SB <i>Reading &amp; Writing Sourcebook</i>, pp. 97, 167-168, 236</p> <p><b>EA9-ELD Standard &amp; Writing 1.1 &amp; 2.3 ELA Standards:</b> SB <i>Reading &amp; Writing Sourcebook</i>, pp. 55, 62, 108-109,</p>		

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										<input checked="" type="checkbox"/> <p>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, biases, and expectations. f. Use technical terms and notations accurately. 2.4 Write persuasive compositions: a. Structure ideas and arguments in a</p>	<p>118, 124, 134, 159, 175-176, 185, 195</p> <p><b>EA12-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i>, pp. 19, 31, 40, 48, 56, 72, 83, 97, 109, 117, 124, 134, 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238</p> <p><b>A1-ELD Standard &amp; Writing 2.3 &amp; 2.4</b> <b>ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i>, pp. 56, 63-64, 117-118, 124, 134, 159, 175-176, 185, 195, 226-227</p> <p><b>A2-ELD Standard &amp;</b></p>	<p>116, 123, 133, 158, 174, 184, 194</p> <p><b>A1-ELD Standard &amp; Writing 2.3 &amp; 2.4</b> <b>ELA Standards:</b> <i>SB Reading &amp; Writing Sourcebook</i>, pp. 55, 62, 108-109, 116, 123, 133, 158, 174, 184, 194, 225</p>			

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Publisher: <b>Great Source Education Group</b>				Program Title: <b>Reading &amp; Writing Sourcebook © 2000, Grade 9</b>			
ELD Proficiency Levels:				<b>FOR LEA USE ONLY</b> Designated Standards ELD and ELA #'s			
X	Beginning (B)	X	Early Advanced (EA)				
X	Early Intermediate (EI)	X	Advanced (A)				
X	Intermediate (I)						

**ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)**

<b>Grades 9-10 ELD Writing: Strategies and Applications Standards</b>					<b>ELA Standards</b>				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	<b>Grades 9-10</b>	Primary Citation	Supporting Citation		
					<input type="checkbox"/> <p>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, and expressions of commonly accepted beliefs and logical reasoning.  d. Address readers' concerns, counter-claims, biases, and expectations.  2.5 Write business letters:</p>	<p><b>Writing 1.1 &amp; 1.4 ELA Standards:</b>  <i>SB Reading &amp; Writing Sourcebook</i>, pp. 226-227</p> <p><b>A3-ELD Standard &amp; Writing 2.4 ELA Standard:</b>  <i>SB Reading &amp; Writing Sourcebook</i>, pp. 185, 195</p> <p><b>A8-ELD Standard &amp; Writing 2.3 &amp; 2.4 ELA Standards:</b>  <i>SB Reading &amp; Writing Sourcebook</i>, pp. 56, 63-64, 117-118, 124, 134, 159, 175-176, 185, 195, 226-227</p> <p><b>A9-ELD Standard &amp; Writing 2.4 ELA Standard:</b>  <i>SB Reading &amp; Writing Sourcebook</i>,</p>	<p><b>A2-ELD Standard &amp; Writing 1.1 &amp; 1.4 ELA Standards:</b>  <i>SB Reading &amp; Writing Sourcebook</i>, p. 225</p> <p><b>A3-ELD Standard &amp; Writing 2.4 ELA Standard:</b>  <i>SB Reading &amp; Writing Sourcebook</i>, pp. 183-184, 194</p> <p><b>A8-ELD Standard &amp; Writing 2.3 &amp; 2.4 ELA Standards:</b>  <i>SB Reading &amp; Writing Sourcebook</i>, pp. 55, 62, 108-109, 116, 123, 133, 158, 174, 184, 194, 225</p> <p><b>A9-ELD Standard &amp; Writing 2.4 ELA Standard:</b>  <i>SB Reading &amp;</i></p>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	<b>Grades 9-10</b>	Primary Citation	Supporting Citation	
					<input type="checkbox"/> 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 conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict	pp. 185, 195  <b>A12-ELD Standard &amp; Written and Oral English Language Conventions 1.0</b> <b>ELA Standard:</b> <i>SB Reading &amp; Writing Sourcebook</i> , pp. 19, 31, 40, 48, 56, 72, 83, 97, 109, 117, 124, 134, 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238	<i>Writing Sourcebook</i> , pp. 183-184, 194	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	<b>Grades 9-10</b>	Primary Citation	Supporting Citation	
					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., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.  <b>Written And Oral English Language Conventions</b> The standards for written and oral			

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	<b>Grades 9-10</b>				
						<input checked="" type="checkbox"/> 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.  <b>1.0 Written and Oral English language Conventions</b>  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,			

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<u>B</u> eginning	<u>E</u> arly Intermediate	Intermediate	<u>E</u> arly <u>A</u> dvanced	<u>A</u> dvanced		<b>Grades 9-10</b>		
						<input type="checkbox"/> and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of 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> 1.4 Produce legible work that shows accurate spelling and correct use of the		

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										<input type="checkbox"/> conventions of punctuation and capitalization. 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.			

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