



WRITE SOURCE © 2007

correlated to

**California English Language Development/English Language Arts
Standards for Supplemental ELD Materials
(Writing Strategies and Applications)**

Grades 9-12

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Publisher: GREAT SOURCE EDUCATION GROUP		Program Title: NEW GENERATION WRITE SOURCE	
ELD Proficiency Levels:		FOR LEA USE ONLY 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 (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 checked="" type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables. <input checked="" 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"/> E11. 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 checked="" type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input checked="" type="checkbox"/> E13. Use simple sentences to create a draft of a short essay that follows an outline. <input checked="" type="checkbox"/> E14. Write an increasing number	<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"/> 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 checked="" type="checkbox"/> EA4. Use appropriate	<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	<input checked="" type="checkbox"/> Writing 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 checked="" type="checkbox"/> 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive	GRADE 9 Student Book (SB) 17, 156, 266, 276, 304-305, 371 (TE) 17, 156, 266, 276, 304-305, 371	(SB) 594, 599 (TE) 594, 599	

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 9-10			
<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"/>	of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	<input checked="" type="checkbox"/>	14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.	<input type="checkbox"/>	language variations and genres in writing for language arts and other content areas.	<input type="checkbox"/>	EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately.	<input checked="" type="checkbox"/>	write résumés that fit the purpose and audience and follow the conventional format for the type of document.	<input checked="" type="checkbox"/>	perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. <i>Research and Technology</i>	(SB) 538-721 (TE) 538-721	(SB) 722 (TE) 722
<input type="checkbox"/>	B6. Complete a job application form by providing basic information, such as one's name, age, address, and education. <u>English Language Conventions</u>	<input checked="" type="checkbox"/>	E15. 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 checked="" type="checkbox"/>	15. Recognize structured ideas and arguments and support examples in persuasive writing.	<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 checked="" 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 checked="" 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.	(SB) 344-354 (TE) 342A-B, 344-354	
<input checked="" type="checkbox"/>	B7. Edit one's own work and correct the punctuation.	<input checked="" type="checkbox"/>	E16. Collect information from various sources (e.g., dictionary, library books,	<input type="checkbox"/>	16. Fill out job applications and prepare résumés that are clear and provide all needed information.	<input checked="" type="checkbox"/>	EA6. Write reflective compositions that explore the significance of events.	<input checked="" type="checkbox"/>	EA7. Write detailed fictional biographies or autobiographies.	<input checked="" type="checkbox"/>	A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.	<input checked="" type="checkbox"/>	1.4 Develop the main	(SB) 376- 379	
<input checked="" type="checkbox"/>	B8. Identify basic vocabulary,			<input checked="" type="checkbox"/>	17. Use complex sentences in writing brief fictional										

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> 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"/> research materials) and take notes on a given topic. <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).	<input checked="" type="checkbox"/> biographies and short stories that include a sequence of events and supporting details. <input checked="" 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 checked="" type="checkbox"/> 19. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input checked="" type="checkbox"/> EA8. Use strategies of notetaking, 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.	<input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and 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	<input checked="" type="checkbox"/> ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). <input checked="" 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 checked="" type="checkbox"/> 1.6 Integrate quotations and	(TE) 376- 379 (SB) 344-354 (TE) 342A-B, 344-354 (SB) 632-634 (TE) 632-634	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 9-10			
	<input checked="" type="checkbox"/> English Language Conventions <input checked="" type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). <input checked="" type="checkbox"/> E110. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input checked="" type="checkbox"/> E111. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	<input checked="" type="checkbox"/> English Language Conventions <input checked="" type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input checked="" type="checkbox"/> I12. Edit and correct basic grammatical structures and usage of the conventions of writing.	<input checked="" type="checkbox"/> English Language Conventions <input checked="" type="checkbox"/> EA10. Create coherent paragraphs through effective transitions. <input checked="" 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.	facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning. English Language Conventions <input checked="" 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 checked="" type="checkbox"/> A11. Create coherent paragraphs through	<input checked="" type="checkbox"/> citations into a written text while maintaining the flow of ideas. <input checked="" type="checkbox"/> 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</i> , <i>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 checked="" type="checkbox"/> 1.9 Revise writing to improve the logic	(SB) 363, 369 (TE) 363, 369	(SB) 26-27, 38, 48-52, 114-117,	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 9-10		Primary Citation		Supporting Citation	
									<input checked="" type="checkbox"/> effective transitions and parallel constructions. <input checked="" type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms.	<input type="checkbox"/> and coherence of the organization and controlling perspective, the 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	119-122, 135, 136, 170-178, 192, 224-232, 245-246, 252, 280-288, 320, 331, 386-392, 534-548, 605-659, 701-737 (TE) 26-27, 38, 48-52, 114-117, 119-122, 135, 136, 170-178, 192, 224-232, 245-246, 252, 280-288, 320, 331, 386-392, 534-548, 605-659, 701-737, 88A-B, 144A-B, 200A-B, 254A-B, 312A-B, 342A-B, 404A-B				

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										<input checked="" type="checkbox"/> 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 grades nine and ten outlined in Writing Standard 1.0, students: <input checked="" type="checkbox"/> 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	(SB) 130-136 (TE) 130-136		

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
											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 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.

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										<input checked="" type="checkbox"/>	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 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.	(SB) 256-294 (TE) 254A-B, 256-294			

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										<input checked="" type="checkbox"/> 2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, 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			(SB) 146-184, 185-192 (TE) 144A-B, 146-184, 185-192		

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										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. <input checked="" 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	(SB) 202-238, 240-246 (TE) 200A-B, 202-238, 240-246	

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										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. <input checked="" type="checkbox"/> 2.5 Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately.	(SB) 514-517, 520 (TE) 514-517, 520	

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										<input type="checkbox"/> 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. <input type="checkbox"/> c. Highlight central ideas or images. <input type="checkbox"/> d. Follow a 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			

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										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. <u>Written And Oral English Language Conventions</u> The standards for written and oral English language conventions have		

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										<p>been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral English language Conventions</p> <p>Students write and speak with a command of standard English conventions. <i>Grammar and Mechanics of Writing</i></p> <p><input checked="" type="checkbox"/> 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive,</p>	(SB) 742-745 (TE) 742-745		

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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 checked="" type="checkbox"/> and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). <input checked="" type="checkbox"/> 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> 1.4 Produce legible work that shows	(SB) 746-755 (TE) 746-755 (SB) 738-763 (TE) 738-763 (SB) 605-671 (TE) 605-671		

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ELD Proficiency Levels:				FOR LEA USE ONLY 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 (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 checked="" type="checkbox"/> accurate spelling and correct use of the conventions of punctuation and capitalization. <input checked="" type="checkbox"/> 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.	(SB) 356-363, 381-384, 392 (TE) 342A-B, 356-363, 381-384, 392	

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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			
<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 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. <u>English Language Conventions</u> <input checked="" type="checkbox"/> B7. Edit one's own work and correct the punctuation. <input checked="" type="checkbox"/> B8. Identify basic vocabulary,	<input type="checkbox"/> of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> E15. 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 checked="" type="checkbox"/> E16. Collect information from various sources (e.g., dictionary, library books,	<input checked="" type="checkbox"/> 14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input checked="" type="checkbox"/> 15. Recognize structured ideas and arguments and support examples in persuasive writing. <input type="checkbox"/> 16. Fill out job applications and prepare résumés that are clear and provide all needed information. <input checked="" type="checkbox"/> 17. Use complex sentences in writing brief fictional	<input type="checkbox"/> language variations and genres in writing for language arts and other content areas. <input type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately. <input checked="" 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"/> write résumés that fit the purpose and audience and follow the conventional format for the type of document. <input checked="" 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 checked="" type="checkbox"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.	<input type="checkbox"/> perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. <input checked="" 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 checked="" 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	(TE) 17, 155, 164,189, 266, 274, 299, 304-305, 371 (SB) 538 (TE) 538 (SB) 344-354 (TE) 342A-B, 344-354	(SB) 722-723 (TE) 722-723	

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x	Early Intermediate (EI)	x	Advanced (A)
x	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 checked="" type="checkbox"/> English Language Conventions <input checked="" type="checkbox"/> E19. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). <input checked="" type="checkbox"/> E110. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization. <input checked="" type="checkbox"/> E111. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	<input checked="" type="checkbox"/> English Language Conventions <input checked="" type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. <input checked="" type="checkbox"/> I12. Edit and correct basic grammatical structures and usage of the conventions of writing.	<input checked="" type="checkbox"/> English Language Conventions <input checked="" type="checkbox"/> EA10. Create coherent paragraphs through effective transitions. <input checked="" 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.	facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning. English Language Conventions <input checked="" 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 checked="" type="checkbox"/> A11. Create coherent paragraphs through	<input checked="" type="checkbox"/> 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. <input checked="" type="checkbox"/> 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</i> , <i>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>	(SB) 632-635 (TE) 632-635 (SB) 363, 369 (TE) 363, 369	

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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 checked="" type="checkbox"/> effective transitions and parallel constructions. <input checked="" type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms.	<input checked="" 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 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	(SB) 26-27, 68-72, 119-122, 136, 142, 175-178, 192, 229-232, 246, 252, 273-284, 292-294, 310, 320, 331, 337, 389- 392 (TE) 26-27, 68-72, 119-122, 136, 142, 175-178, 192, 229-232, 246, 252, 273-284, 292-294, 310, 320, 331, 337, 389- 392, 777-778		

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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						
<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
										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 strategies of grades nine and ten outlined in Writing Standard 1.0, students: <input checked="" type="checkbox"/> 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	(SB) 130-136 (TE) 130-136	

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x	Early Intermediate (EI)	x	Advanced (A)				
x	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
										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 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,		

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x	Early Intermediate (EI)	x	Advanced (A)				
x	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 checked="" type="checkbox"/> 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 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	(SB) 256-294 (TE) 254A-B, 256-294				

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x	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		Primary Citation	Supporting Citation					
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 9-10		
												<input checked="" type="checkbox"/> complexities within the text. 2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, 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	(SB) 146-184, 185-192 (TE) 144A-B, 146-184, 185-192	

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x	Early Intermediate (EI)	x	Advanced (A)				
x	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
										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. <input checked="" 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	(SB) 202-238, 240-246 (TE) 200A-B, 202-238, 240-246	

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x	Early Intermediate (EI)	x	Advanced (A)				
x	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 checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 2.5 Write business letters: a. Provide clear and purposeful information and address the intended	(SB) 514-517, 520 (TE) 514-517, 520		

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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	
											<p>audience appropriately.</p> <p>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.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p> <p><input type="checkbox"/> 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for</p>		

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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			
<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	
					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. <u>Written And Oral English Language Conventions</u> The standards for written and oral			

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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"/> 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 Students write and speak with a command of standard English conventions. <i>Grammar and Mechanics of Writing</i> <input checked="" type="checkbox"/> 1.1 Identify and correctly use clauses (e.g., main and subordinate),	(SB) 742-745 (TE) 742-745	

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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 checked="" type="checkbox"/> phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). <input checked="" type="checkbox"/> 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). <input checked="" type="checkbox"/> 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. <i>Manuscript Form</i>	(SB) 746-755 (TE) 746-755 (SB) 738-763 (TE) 738-763		

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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 checked="" type="checkbox"/> 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. <input checked="" type="checkbox"/> 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.	(SB) 605-671 (TE) 605-671 (SB) 356-363, 381-384, 392 (TE) 342A-B, 356-363, 381-384, 392	

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x	Intermediate (I)		

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

Grades 11-12 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 11-12	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 checked="" 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"/> E11. 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 checked="" type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input checked="" type="checkbox"/> E13. Use simple sentences to create a draft of a short essay that follows an outline. <input checked="" type="checkbox"/> E14. Write an increasing number	<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"/> 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 checked="" type="checkbox"/> EA4. Use appropriate	<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 checked="" type="checkbox"/> A4. Complete job applications and	<input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> 1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process. <i>Organization and Focus</i> <input checked="" type="checkbox"/> 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker,	GRADE 11 Student Book (SB) 68-72, 144-145, 170-173, 222, 228-230 Teacher's Edition		

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x	Early Intermediate (EI)	x	Advanced (A)				
x	Intermediate (I)						

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

Grades 11-12 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 11-12	Primary Citation	Supporting Citation
<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 checked="" type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).	<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 checked="" type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input checked="" type="checkbox"/> EA8. Use strategies of notetaking, 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.	<input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and 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	the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. <input checked="" type="checkbox"/> 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews,	(SB) 186, 356 (TE) 186, 356 (SB) 372-377 (TE) 372-377	

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Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards			
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation	
	<p><input checked="" type="checkbox"/> English Language Conventions</p> <p><input checked="" type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p><input checked="" type="checkbox"/> EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.</p> <p><input checked="" type="checkbox"/> EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.</p>	<p><input checked="" type="checkbox"/> English Language Conventions</p> <p><input checked="" type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p><input checked="" type="checkbox"/> I12. Edit and correct basic grammatical structures and usage of the conventions of writing.</p>	<p><input checked="" type="checkbox"/> English Language Conventions</p> <p><input checked="" type="checkbox"/> EA10. Create coherent paragraphs through effective transitions.</p> <p><input checked="" type="checkbox"/> EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p><input checked="" type="checkbox"/> EA12. Edit writing for grammatical structures and the mechanics of writing.</p>	<p>facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.</p> <p><input checked="" type="checkbox"/> English Language Conventions</p> <p><input checked="" type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.</p> <p><input checked="" type="checkbox"/> A11. Create coherent paragraphs through</p>	<p><input type="checkbox"/> experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p><input checked="" type="checkbox"/> 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i></p> <p><input checked="" type="checkbox"/> 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose,</p>	<p>(SB) 92-95 (TE) 92-95</p> <p>(SB) 68-72, 117, 148, 160, 186-187, 192, 209, 242-243, 248, 265, 304, 321, 349, 359, 411 (TE) 68-72, 117, 148, 160, 186-187, 192, 209, 242-243, 248, 265, 304, 321, 349, 359, 411</p>		

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Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards		Primary Citation	Supporting Citation		
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced	
								<input type="checkbox"/> audience, and genre. <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, organizational, and drafting strategies outlined in Writing Standard 1.0.			
							<input checked="" type="checkbox"/> effective transitions and parallel constructions. <input checked="" type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms.				

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Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards		Primary Citation	Supporting Citation					
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12		
												<input checked="" type="checkbox"/> Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students: 2.1 Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. d. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and	(SB) 142-154, 156-161, 466-467 (TE) 140A-B, 142-154, 156-161, 466-467	

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12		
												feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <input checked="" type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use	(SB) 276-314, 316-322 (TE) 274A-B, 276-314, 316-322	

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Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards		Primary Citation	Supporting Citation				
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12	
											of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input checked="" type="checkbox"/> 2.3 Write reflective compositions:	(SB) 156-161 (TE) 140A-B, 156-	

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Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards		Primary Citation	Supporting Citation				
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12	
											a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and	161	

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Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards							
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										☒	abstract ideas. 2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information	(SB) 466-467, 470-476 (TE) 466-467, 470-476	

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Grades 11-12 ELD Writing: Strategies and Applications Standards						ELA Standards		Primary Citation	Supporting Citation				
Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12	
											of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <input checked="" type="checkbox"/> 2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw information from	(SB) 448-449 (TE) 448-449	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
					many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. <u>Written And Oral English Language Conventions</u>			

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12
										<input checked="" type="checkbox"/> diction, and paragraph and sentence structure and an understanding of English usage. 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.	(SB) 130-131 (TE) 130-131	(SB) 608-617, 628-631, 648-653, 656-665 (TE) 608-617, 628-631, 648-653, 656-665

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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 11-12	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 checked="" 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"/> E11. 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 checked="" type="checkbox"/> E12. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. <input checked="" type="checkbox"/> E13. Use simple sentences to create a draft of a short essay that follows an outline. <input checked="" type="checkbox"/> E14. Write an increasing number	<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"/> 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 checked="" type="checkbox"/> EA4. Use appropriate	<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 checked="" type="checkbox"/> A4. Complete job applications and	<input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> 1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process. <i>Organization and Focus</i> <input checked="" type="checkbox"/> 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker,	GRADE 12 Student Book (SB) 68-72, 144-145, 170-174, 220-230 (TE) 68-72, 144-		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12	Primary Citation	Supporting Citation
<input checked="" type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. <input checked="" type="checkbox"/> B 6. Complete a job application form by providing basic information, such as one's name, age, address, and education. <u>English Language Conventions</u> <input checked="" type="checkbox"/> B7. Edit one's own work and correct the punctuation. <input checked="" type="checkbox"/> B8. Identify basic	<input type="checkbox"/> of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input checked="" type="checkbox"/> E15. 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 checked="" type="checkbox"/> E16. Collect information from various sources (e.g., dictionary, library books,	<input checked="" type="checkbox"/> 14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input checked="" type="checkbox"/> 15. Recognize structured ideas and arguments and support examples in persuasive writing. <input checked="" type="checkbox"/> 16. Fill out job applications and prepare résumés that are clear and provide all needed information. <input checked="" type="checkbox"/> 17. Use complex sentences in writing brief fictional biographies and	<input type="checkbox"/> language variations and genres in writing for language arts and other content areas. <input checked="" type="checkbox"/> EA5. Fill out job applications and prepare résumés that are clear and purposeful and address the intended audience appropriately. <input checked="" 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"/> write résumés that fit the purpose and audience and follow the conventional format for the type of document. <input checked="" 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 checked="" type="checkbox"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.	<input type="checkbox"/> audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. <input checked="" type="checkbox"/> 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. <input checked="" type="checkbox"/> 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. <input checked="" type="checkbox"/> 1.4 Enhance meaning by employing rhetorical devices, including	145, 170-174, 220-230 (SB) 355-356 (TE) 355-356 (SB) 220-258 (TE) 218A-B, 220-258 (SB) 92-95 (TE) 92-95	

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Grades 11-12 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 11-12	Primary Citation	Supporting Citation	
<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"/> research materials) and take notes on a given topic. <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 checked="" type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).	<input checked="" type="checkbox"/> short stories that 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 checked="" type="checkbox"/> I9. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input checked="" type="checkbox"/> EA8. Use strategies of notetaking, 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.	<input checked="" type="checkbox"/> A7. Use strategies of notetaking, outlining, and 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	<input type="checkbox"/> the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. <input checked="" type="checkbox"/> 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> <input checked="" type="checkbox"/> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews,	(SB) 186, 356 (TE) 186, 356 (SB) 372-377 (TE) 372-377		

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Grades 11-12 ELD Writing: Strategies and Applications Standards					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
	<p>English Language Conventions</p> <p><input checked="" type="checkbox"/> EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</p> <p><input checked="" type="checkbox"/> EI10. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.</p> <p><input checked="" type="checkbox"/> EI11. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.</p>	<p>English Language Conventions</p> <p><input checked="" type="checkbox"/> I10. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.</p> <p><input checked="" type="checkbox"/> I12. Edit and correct basic grammatical structures and usage of the conventions of writing.</p>	<p>English Language Conventions</p> <p><input checked="" type="checkbox"/> EA10. Create coherent paragraphs through effective transitions.</p> <p><input checked="" type="checkbox"/> EA11. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.</p> <p><input checked="" type="checkbox"/> EA12. Edit writing for grammatical structures and the mechanics of writing.</p>	<p>facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.</p> <p>English Language Conventions</p> <p><input checked="" type="checkbox"/> A10. Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.</p> <p><input checked="" type="checkbox"/> A11. Create coherent paragraphs through</p>	<p><input type="checkbox"/> experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p><input checked="" type="checkbox"/> 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i></p> <p><input checked="" type="checkbox"/> 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose,</p>	<p>(SB) 92-95 (TE) 92-95</p> <p>(SB) 68-72, 117, 148, 160, 186-187, 192, 209, 242-243, 248, 265, 304, 321, 349, 359, 411 (TE) 68-72, 117, 148, 160, 186-187, 192, 209, 242-243, 248, 265, 304, 321, 349, 359, 411</p>		

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
				<input checked="" type="checkbox"/> effective transitions and parallel constructions. <input checked="" type="checkbox"/> A12. Edit writing for the mechanics to approximate standard grammatical forms.	<input type="checkbox"/> audience, and genre. <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, organizational, and drafting strategies outlined in Writing Standard 1.0.			

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										<input checked="" type="checkbox"/> Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students: 2.1 Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. d. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and	(SB) 142-154, 276-314, 316-322, 466-467 (TE) 140A-B142-154, 274A-B, 276-314, 316-322, 466-467		

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												feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. <input checked="" type="checkbox"/> 2.2 Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use			(SB) 276-314, 316-322 (TE) 274A-B, 276-314, 316-322	

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12	
											of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <input checked="" type="checkbox"/> 2.3 Write reflective compositions:	(SB) 142-154 (TE) 140A-B, 142-	

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12	
											a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and	154	

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Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grades 11-12		Primary Citation	Supporting Citation
										<input checked="" type="checkbox"/> abstract ideas. 2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information	(SB) 466-467, 470-476 (TE) 466-467, 470-476		

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12	
											<p>derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p>e. Include a formal bibliography.</p> <p>☒ 2.5 Write job applications and resumés:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use varied levels, patterns, and types</p>	<p>(SB) 510, 516-517</p> <p>(TE) 510, 516-517</p>	

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12	
											of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. <input checked="" type="checkbox"/> 2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw information from	(SB) 448-449 (TE) 448-449	

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grades 11-12			
						many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly. <u>Written And Oral English Language Conventions</u>		

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										<p>The standards for written and oral language 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><input type="checkbox"/> 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions.</p> <p><input checked="" type="checkbox"/> 1.1 Demonstrate control of grammar,</p>	<p>(SB) 130-131 (TE) 130-131</p>	<p>(SB) 605-763 (TE) 605-763</p>

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Beginning		Early Intermediate		Intermediate		Early Advanced				Advanced		Grades 11-12		
												diction, and paragraph and sentence structure and an understanding of English usage. <input checked="" type="checkbox"/> 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. <input type="checkbox"/> 1.3 Reflect appropriate manuscript requirements in writing.	(SB) 130-131 (TE) 130-131	(SB) 608-617, 628-631, 648-653, 656-665 (TE) 608-617, 628-631, 648-653, 656-665

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