

Publisher: Cambridge University Press			Program Title: Writing from Within		
ELD Proficiency Levels:			FOR LEA USE ONLY Designated Standards ELD and ELA #'s		
<input type="checkbox"/>	Beginning (B)	X	Early Advanced (EA)		
<input type="checkbox"/>	Early Intermediate (EI)	X	Advanced (A)		
X	Intermediate (I)				

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

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		
<input type="checkbox"/> B1. Organize and record information from selected literature and content areas by displaying it on pictures, lists, charts, and tables.	<input type="checkbox"/> 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 checked="" type="checkbox"/> I1. Narrate a sequence of events and communicate their significance to the audience.	<input checked="" type="checkbox"/> EA1. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).	<input 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"/> Writing	<u>11-ELD & ELA Standard 1.0</u> Student Book (SB) <i>Writing from Within</i> Unit 5, pp. 42-49 <u>EA1-ELD & ELA Standard 1.0</u> SB <i>Writing from Within</i> Unit 11, pp.101-108, Unit 10, pp. 91-100 <u>A3-ELD & ELA Standard 1.0</u> SB <i>Writing from Within</i> Unit 3, pp. 24-25, 27-29	<u>11-ELD & ELA Standard 1.0</u> SB <i>Writing from Within</i> pp.vi, vii, Unit 1, pp.4-12		
<input type="checkbox"/> B2. Create simple sentences or phrases with some assistance.	<input type="checkbox"/> EI2. Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	<input type="checkbox"/> I2. Write brief expository compositions and reports that (a) include a thesis and some supporting details; (b) provide information from primary sources; and (c) include charts and graphs.	<input type="checkbox"/> EA2. Develop a clear thesis and support it by using analogies, quotations, and facts appropriately.	<input checked="" type="checkbox"/> A2. Produce writing that establishes a controlling impression or thesis.	<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.				
<input type="checkbox"/> B3. Write a brief narrative by using a few simple sentences that include the setting and some details.	<input type="checkbox"/> EI3. Use simple sentences to create a draft of a short essay that follows an outline.	<input type="checkbox"/> I3. Recognize elements of characterization in a piece of writing and apply the same techniques when writing.	<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"/> A3. Structure ideas and arguments in a given context by giving supporting and relevant examples.	<input type="checkbox"/> Organization and Focus <input checked="" type="checkbox"/> 1.1 Demonstrate an understanding of the elements of				
<input type="checkbox"/> B4. Use the writing process to write brief narratives with a few standard grammatical forms.	<input type="checkbox"/> EI4. Write an increasing number		<input type="checkbox"/> EA4. Use appropriate	<input type="checkbox"/> A4. Complete job applications and					

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<input type="checkbox"/> B5. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. <input type="checkbox"/> B 6. Complete a job application form by providing basic information, such as one's name, age, address, and education.	<input type="checkbox"/> of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). <input type="checkbox"/> EI5. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. <input type="checkbox"/> EI6. Collect information from various sources (e.g., dictionary, library books,	<input type="checkbox"/> 14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions. <input 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 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 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 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 type="checkbox"/> A6. Use various rhetorical devices (e.g., appeal to logic through reasoning, case study, and analogy) to support assertions.	<input type="checkbox"/> discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. <input 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 type="checkbox"/> 1.4 Enhance meaning by	<u>EA1-ELD & ELA Standard 1.1</u> <i>SB Writing from Within</i> Unit 7, pp. 63-64, Unit 8, pp. 72-79, Unit 4, pp. 34-40 Unit 2, pp.14-20, <u>A5-ELD & ELA Standard 1.3</u> <i>SB Writing from Within</i> Unit 9, p.82, Unit 3, pp.24-25, pp.27-29, Unit 5, pp.42-49	<u>EA1-ELD & ELA Standard 1.1</u> <i>SB Writing from Within</i> Unit 3, p.30

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	<input type="checkbox"/> research materials) and take notes on a given topic. <input type="checkbox"/> E17. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. <input type="checkbox"/> E18. Complete simple informational documents related to career development (e.g., bank forms and job applications).	<input checked="" type="checkbox"/> 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 type="checkbox"/> 19. Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.	<input 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 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 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 type="checkbox"/> A8. Write expository compositions, including analytical essays and research reports, for the language arts and other content areas and provide evidence in support of a thesis and related claims <input type="checkbox"/> A9. Clarify and defend positions with relevant evidence, including	<input type="checkbox"/> employing rhetorical devices, 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,	<u>A2-ELD & ELA Standard 1.5</u> <i>SB Writing from Within</i> Unit 12, pp. 110-117, Unit 6, pp.51-59, Unit 1, pp.6-10, Unit 8, p. 78,		

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				facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.	<input checked="" type="checkbox"/> oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). <input type="checkbox"/> 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> <input 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	<u>EA3-ELD & ELA Standard 1.6</u> <i>SB Writing from Within</i> Unit 3, pp.26-31 <u>18-ELD & ELA Standard 1.7</u> <i>SB Writing from Within</i> Unit 2, pp.14-20, Unit 8, pp 71-80, Unit 7, pp. 61-70 Unit 1,5,7,9 Unit 3, pp.25, 26, 29		

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						<input type="checkbox"/> that are consistent with the purpose, 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		

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					<input type="checkbox"/> outlined in Writing Standard 1.0. 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,			

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					<input type="checkbox"/> movements, gestures, and 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. 2.2 Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in			

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					works or passages. b. Analyze the use 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.			

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						<input checked="" type="checkbox"/> 2.3 Write reflective compositions: 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	<u>EA6-ELD & ELA Standard 2.3</u> <i>SB Writing from Within</i> Unit 5, pp. 42-49, Unit 11, pp.104-106	

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					<input type="checkbox"/>	those incidents to more general and 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		

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					<input type="checkbox"/> historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography. 2.5 Write job applications and resumés: a. Provide clear and purposeful information and address the intended audience appropriately.			

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						b. Use varied levels, patterns, and types 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 type="checkbox"/> 2.6 Deliver multimedia presentations: a. Combine text, images, and sound		

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						and draw information from 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</u>		

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					<u>English Language Conventions</u> 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. <input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions. 1.1 Demonstrate			

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					<input type="checkbox"/> control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <input 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.			

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