

Glencoe



Glencoe Literature: California Treasures, Grades 6–12
Alignment with Common Core State Standards

For English Language Arts and Literacy in History/Social Studies &
Science and California English Language Arts Standards



Education

April 19, 2010

Dear English Language Arts and Literacy Educator:

You have relied on McGraw-Hill Education to provide engaging, effective literacy programs that capture the vision of your state standards. We fully support the nation's goal of producing a common core of voluntary standards that are aligned with college and career expectations and which are reflective of cross-disciplinary skills, such as critical thinking and problem solving. Our authors, editors, and educational consultants are carefully studying the draft of the *K-12 Common Core State Standards for English Language Arts and Literacy* that the National Board of Governors released on March 10, 2010.

As you purchase and implement our high-quality, research-based programs, you can feel confident that McGraw-Hill Education's research-based literacy programs align with the spirit, intent, and goals of the standards. In this document, we have provided you an overview of this alignment. We fully expect to align well to the final version of the standards.

Be assured that we will continue to provide effective instructional materials to meet your curriculum needs now and in the future. If your state literacy and language arts requirements change to align with the common core standards, we will partner with you to successfully transition your students and classrooms. We will offer a variety of technology and print support to meet your needs and to help ensure a smooth transition.

Professional Development

- We will provide professional development opportunities to help teachers learn about the new standards and how to implement them successfully.

Instruction and Planning

- We will provide grade-level correlations to show how your McGraw-Hill literacy programs address the common core standards.
- We will provide additional teacher resources that demonstrate how to coordinate the content and resources in your program to fully cover the common core standards.
- If additional content is required, we will offer quality student lessons along with teacher resources and answer keys.

Assessment

If your state test changes, we will provide assessment items aligned to the common core standards.

In closing, please know that all of us at McGraw-Hill Education are looking forward to collaborating with you as you begin to integrate the *K-12 Common Core Standards for English Language Arts and Literacy* in your schools and district.

Sincerely,

Stephen Mico, Senior Vice President
Literacy and Humanities, PreK-12

McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science

McGraw-Hill Education, with its long history of providing the highest quality language arts and literacy materials for educators, supports the common core standards initiative. McGraw-Hill Education has the experts and expertise in instruction and assessment to help implement the common core standards in a credible way.

- McGraw-Hill Education is an endorsing partner of the NGA/CCSSO common core initiative.
- McGraw-Hill Education supports the goal of producing a common core of voluntary state standards that are aligned with college and career expectations and that are reflective of cross-disciplinary skills such as critical thinking and problem solving.
- McGraw-Hill Education employs psychometricians, technologists, and curriculum and pedagogical experts. Together with our authors, they are deeply immersed in the latest research and developments concerning education reform.
- McGraw-Hill Education's research-based literacy programs align with the March 10, 2010 draft of the common core standards. We fully expect to correlate well to the final version of the common core standards.
- McGraw-Hill Education's significant investments in technology will enable a seamless augmentation and delivery of content.
- McGraw-Hill Education's formative testing capabilities will empower teachers to use data to guide student learning of common standards. Our summative assessment practice provides credible, independent measures of achievement that will support a new era of accountability. Our test development capabilities – from content creation through research and validation, to technology-enhanced delivery and reporting – are available to provide the valid and reliable measurement of student mastery of common core standards.

California Treasures and the Common Core State Standards

Glencoe/McGraw-Hill *California Treasures* aligns with both Common Core State Standards and the California English Language Arts Standards. Included in this document is information about how *California Treasures* supports the English Language Arts Common Core Standards.

- The Student Practices in the introduction to the common core standards are integral to the *California Treasures* English Language Arts Program, helping students to develop their capacities in reading, writing, speaking, listening, and language use.
- When the final version of the common core standards becomes available, Glencoe/McGraw-Hill will provide a full correlation between *California Treasures*, the common core standards, and the California English Language Arts Standards for all grades.
- Working with our authors and researchers, in the unlikely event that we find we need to improve our alignment of the common core standards to *California Treasures*, McGraw-Hill Education will supply supportive materials to fill any gaps free of charge.

From the Common Core State Standards: Portrait of Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

	Common Core Standards	McGraw-Hill Alignment
They demonstrate independence.	Students can, without significant scaffolding or support, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.	Through carefully scaffolded instruction and varieties of cohesive text types, including appropriate technology, <i>California Treasures</i> helps teachers to develop independent and literate students. <i>California Treasures</i> addresses the varied needs of students through research-based instruction and routines, motivating literature that becomes more complex as students progress, and ample practice opportunities. Through whole group and small group instruction and interactions, students learn to read and listen critically, identify key points, ask questions, and build on ideas.
They build strong content knowledge.	Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.	To support content-area requirements, <i>California Treasures</i> provides cohesive, high-interest nonfiction selections at each grade level and for different ability levels of students. Among the content-area texts are highly motivating articles by <i>TIME</i> magazine. As with fiction selections, nonfiction text complexity increases throughout the grades, helping students to advance their critical skills and strategies and to acquire Tier 2 and Tier 3 vocabulary. <i>California Treasures</i> provides regular opportunities within its texts and through multiple research and writing opportunities for students to become more proficient in new areas of study.
They respond to the varying demands of audience, task, purpose, and discipline.	Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).	<i>California Treasures</i> contains numerous daily and weekly opportunities for students to consider and act on the differing demands of everyday literacy. Students learn to act or respond based on purpose, task, audience, and content. For example, they learn to analyze author's purpose and to determine an appropriate tone for their own reading and listening audiences. Students also explore appropriate and precise word choices for clarity and for effect.
They comprehend as well as critique.	Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.	In whole group and small group settings (and with ample materials and teaching strategies for both), <i>California Treasures</i> allows teachers to provide students with scaffolded opportunities to develop their strategies and skills and to demonstrate their abilities to read as critics, or skeptics, while enjoying their experiences. In cooperative learning groups and during peer conferencing, students learn to be open to the views and advice of others.

	Common Core Standards	McGraw-Hill Alignment
They value evidence.	Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.	With <i>California Treasures</i> , students learn to cite relevant evidence when they interpret literary texts as well as when they create their own written texts. <i>California Treasures</i> provides teachers with the means to develop students' reasoning in relation to their reading and their oral and written interpretations. Students are often asked to read across texts and to support their interpretations with text evidence.
They use technology and digital media strategically and capably.	Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.	<i>California Treasures</i> provides technology components and online resources for students and for teachers. These materials allow all students access to technological tools and mediums. Over time, students develop awareness of the strengths and the limitations of different mediums and thus learn to integrate information from those best suited to their goals.
They come to understand other perspectives and cultures.	Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.	Daily opportunities for students to interact with peers through small group instruction, student collaboration, and peer conferencing are inherent in the structure of <i>California Treasures</i> . These patterns of groupings can enhance the teacher's and the school's efforts to develop students' appreciation of diverse backgrounds and varied perspectives. The literature itself provides a look into the broader world and opportunities for evaluating new perspectives and experiences different from their own.

From the Common Core State Standards: Key Features of the Strands

	Common Core Standards	McGraw-Hill Alignment
Reading: Text complexity and the growth of comprehension	To foster students' ability to comprehend literary and informational texts of steadily increasing complexity, the <i>Standards</i> (starting formally in grade 2) define what proportion of the texts students read each year should come from a particular text complexity grade band (2–3, 4–5, 6–8, 9–10, or 11–12). Whatever they are reading, students must also show a steadily increasing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.	<p>The essential goal of <i>California Treasures</i> is to give students the tools, strategies, and experiences to make sense of a variety of texts for a variety of purposes. The foundation of <i>California Treasures</i> is its authentic literature carefully reviewed by literacy experts and authors. The literature selections progress in difficulty within and between grade levels so all students are exposed to and develop proficiency with accessible texts. A hallmark of the literature selections in <i>California Treasures</i> is the rich range of genres, text types, and text structures. Students are continually guided to make connections from self-to-self, self-to-text, and self-to-world.</p> <p><i>California Treasures</i> provides a finely-tuned combination of exciting and diverse literature with strong instructional pathways to meet the needs of California's diverse population. The instructional plan provides helpful reading strategies, graphic organizers, and active reading prompts to help students comprehend increasingly complex texts.</p>
Writing: Text types, responding to sources, and research	The <i>Standards</i> acknowledge the fact that whereas some writing skills, such as the ability to reflect purpose, task, and audience, are important for many types of writing, others are more properly part of writing narratives, informative and explanatory texts, or arguments. Beginning at grade 4, the <i>Standards</i> specify the sorts of writing over extended and shorter time frames that students in each grade are to produce in response to sources. Because of the centrality of writing to most forms of inquiry, research standards are primarily included in this strand.	<p><i>California Treasures</i> incorporates a robust and carefully articulated writing strand crafted by the nation's leading writing experts. Students develop proficiency with a wide range of writing genres via a range of writing experiences, from daily short-response to more sophisticated writing process lessons.</p> <p>Throughout the program, students make connections between reading and writing, carefully examining genres, writer's craft elements, and text structure. Additionally, the six writing traits are carefully integrated within the writing lessons and writing models are incorporated throughout the program. Integrated spelling, grammar, usage, and mechanics instruction is woven throughout.</p> <p>Many opportunities for varied types of research are incorporated into weekly and unit lessons. Using a rich range of print and digital resources, strong, carefully-scaffolded research process lessons are fully integrated into <i>California Treasures</i>.</p>

	Common Core Standards	McGraw-Hill Alignment
Speaking and Listening: Flexible communication and interpersonal skills	Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to sift through and evaluate multiple points of view, listen thoughtfully in order to build on and constructively question the ideas of others while contributing their own ideas, and, where appropriate, reach agreement and common goals through teamwork.	<p>Listening and speaking skills, both formal and informal, are carefully woven into <i>California Treasures</i>. Students develop their listening and speaking skills via peer, small group, and whole group experiences. Students developmentally progress from informal to formal presentations, using a variety of media.</p> <p><i>California Treasures</i> incorporates a strong and inclusive inquiry strand developed via embedded high-interest, varied, and topical projects. Students work in teams as part of collaborative learning experiences.</p>
Language: Conventions and vocabulary	The Conventions standards in the Language strand include the essential “rules” of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The Vocabulary standards focus on both understanding words and their nuances and acquiring new words through conversation, reading, and being taught them directly.	<p>Guided by leading researchers in language and vocabulary development, <i>California Treasures</i> incorporates a robust, intensive, and varied vocabulary instruction. With research confirming that vocabulary and language acquisition are crucially linked to comprehension, the authors of <i>California Treasures</i> developed a carefully articulated oral language and vocabulary strand. This vocabulary includes a rich array of words, with heavy emphasis on concept and academic vocabulary.</p> <p>The teaching of language conventions is also integral to <i>California Treasures</i>. Students develop proficiency with written and spoken English through the program’s full array of reading, writing, speaking, and listening content.</p>