

SECTION 1: PROGRAM DESCRIPTION

All instructional material submissions must meet the requirements of this program description section, and Criteria Categories 1 through 5 that follow.

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>1. The criteria call for basic programs to be designed for use by the classroom teacher as the comprehensive curriculum that will ensure that all students, including English learners, master the English–language arts content standards. The basic program must provide instructional materials that are designed to foster <i>universal access</i>, which means the basic program curriculum is accessible to all students.</p> <p>Criterion #2 applies to Program 1.</p>	<p>Glencoe Literature: California Treasures: All program components have a consistent instructional design and incorporate considerate text design principles. For Student Edition examples, see Grade 6, pp. 28–29 Grade 7, pp. 188–189 Grade 8, pp. 186–187</p> <p>For Teacher Edition examples, see Grade 6, pp. 28–43</p>	<p>Glencoe Literature: California Treasures: Unit Teaching Resources consists of reproducible masters that provide scaffolding, assessment, and remediation for the literature selections and workshops in the Student Edition. Summaries and School-to-Home activities in multiple languages provide support to English learners.</p>			

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	Primary	Supporting	Y	N	
	Grade 7 , pp. 14–17 Grade 8 , pp. 10–12				
24. The Reading/Language Arts–English-Language Development Basic Program includes all content and the four additional instructional elements required in the Reading/Language Arts Basic Program as well as the additional required one hour of daily English-language development instruction.	All the components in Glencoe Literature: California Treasures , Program 1 are contained in Program 2 (California Treasures plus 1 hour of ELD instruction). The additional hour of instruction appears in the English Language Development Expressions SE & TE (grades 6-8), Expressions Practice Book (grades 6-8), Progress Monitoring (grades 6-8), and New to	See the English Language Development in the following books: Expressions SE & TE (grades 6-8), Expressions Practice Book (grades 6-8), Progress Monitoring (grades 6-8), and New to English SE & TE			

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	Primary	Supporting	Y	N	
	English SE & TE				
<p>25. The Reading/Language Arts–English-Language Development Basic Program shall be evaluated for alignment with the following materials:</p> <ul style="list-style-type: none"> a. Educational content review based on this program description b. Criteria (all categories) in Section II c. Appendix 9-B, “History–Social Science and Science Content Standards, Kindergarten through Grade Three” d. Appendix 9-C, Table 1, “Curriculum Content: Kindergarten Through Grade Three,” and Table 2, “Curriculum Content: Grades Four Through Eight” e. <i>English–Language Arts Content Standards for California Public Schools</i> f. <i>Reading/Language Arts Framework for California Public Schools</i> 	<p>Glencoe Literature: California Treasures (plus the extra one hour of ELD instruction—Expressions) closely aligns to all the criteria outlined below. The correlations are available on the Correlations CD. See the associated correlation for each point below.</p> <ul style="list-style-type: none"> a. All prototypes and scope and sequence charts were reviewed by our authors, teacher advisors, and various educators at 	View the correlation documents on the Correlation CD.			

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	the state and local level to ensure 100% alignment to the criteria program description. See the following pages for details.				
3. This basic program, including required additional supporting instructional elements, may not be submitted as a partial or supplemental resource. It must incorporate the principles of universal access described in the <i>Reading/Language Arts Framework</i> , be based on research [as defined in <i>Education Code</i> Section 44757.5(j)], and provide instructional content for 180 days of instruction for the following minimal daily time periods: a. 1 hour in kindergarten b. 2.5 hours in grades one through three c. 2 hours in grades four, five and six d. At least 1 and up to 2 hours in grades six, seven, and eight	Glencoe Literature: California Treasures: All program components have a consistent instructional design and incorporate considerate text design principles. For Student Edition examples, see Grade 6 , pp. 28–29 Grade 7 , pp. 188–189 Grade 8 , pp.	Glencoe Literature: California Treasures: For examples of universal access features in the Teacher Edition , see the bottom channel activities listed below. Grade 6 , pp. 3, 21, 25, 35 Grade 7 , pp. 3, 13, 71, 79 Grade 8 , pp. 3, 277, 283, 291, 307			

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	Primary	Supporting	Y	N	
	186–187, 380, 402 Glencoe Literature: California Treasures Standards Road Map includes pacing guides for 180 days of instruction, an overview of universal access, and research white papers that cite current and confirmed research.				
4. The basic program curriculum in kindergarten through grade eight provides comprehensive guidance for teachers in providing effective, efficient, explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in all skills and strategies at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , and the criteria in this chapter.	Glencoe Literature: California Treasures Teacher Editions provide instructional guidance for teachers for all skills and strategies. For examples, see	Glencoe Literature: California Treasures Unit Teaching Resources consists of reproducible masters that are presented at point of use and that provide scaffolding,			

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	Primary	Supporting	Y	N	
	Grade 6 , pp. 46, 49, 51 Grade 7 , pp. 18, 25, 31 Grade 8 , pp. 10–13	assessment, and remediation for the literature selections and workshops in the Student Edition. Read and Write Teacher Editions provide instructional guidance for skills and strategies most often tested on the California Standards Test and as defined in the <i>Reading/Language Arts Framework</i> . For examples see Grade 6 , pp. 1–10 Grade 7 , pp. 1–20 Grade 8 , pp. 1–20			
<i>Additional Required Instructional Elements in the Basic Programs</i>	Glencoe Literature: California	Glencoe Literature: California			

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	Primary	Supporting	Y	N	
5. Basic programs must include four additional elements: <ul style="list-style-type: none"> a. Extra Support for Struggling Readers b. Extra Support for English Learners c. Intensive Vocabulary Instructional Support d. Reading Intervention Kit 	Treasures Teacher Editions provide additional instruction for struggling readers, English learners, and vocabulary at point of use. For examples, see Grade 6 , pp. 52, 55, 59 Grade 7 , pp. 32, 39, 43 Grade 8 , pp. 11, 13, 15, 17	Treasures Vocabulary Practice, Vocabulary Strategy, English Language Coach, and Academic Vocabulary activities extend the vocabulary instruction in the Student Editions. Read and Write Student Editions and Teacher Editions provide extra support for on-level readers, struggling (approaching level) readers, and English learners. Read and Write for English Learners			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		provides intensive vocabulary instruction for both content vocabulary and selection vocabulary. For Teacher Edition examples, see Grade 6 , pp. 31–32, 36, 41 Grade 7 , pp. 213, 316, 218, 221 Grade 8 , pp. 137, 139, 140, 142			
<i>Extra Support for Struggling Readers, Kindergarten Through Grade Eight</i> 6. The purpose of these materials is to provide guidance for teachers and support for students to allow students to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for struggling readers (any student experiencing difficulty learning to read; may include students who use African American vernacular English, English learners, and students with disabilities). Instructional materials for struggling readers must be standards-aligned, assessment-based programs that lead	Glencoe Literature: California Treasures Student Editions include preteaching and background information before every selection. For examples, see	Glencoe Literature: California Treasures Teacher Editions provide charts for African American vernacular English that cite linguistic differences and suggestions for instructional			

Legend:

SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

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<p>to mastery of all the English–language arts content standards. These materials can be used to ensure that students will be successful in the basic program curriculum.</p> <p>Support materials for struggling readers must provide:</p> <ol style="list-style-type: none"> Thirty minutes of additional instructional materials daily Teacher edition and student materials that reinforce and extend the regular classroom/basic program daily lessons Additional opportunities for checking students’ understanding Instruction to increase background knowledge, prerequisite skills, and concepts Additional opportunities for vocabulary development Additional practice in the key skills and strategies taught in the lesson Opportunities to reteach material already taught in the lesson Opportunities to preteach material that will be taught in the lesson Additional instructional support for students who use African American vernacular English and who may also have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar 	<p>Grade 6, pp. 28–29 Grade 7, pp. 194–195 Grade 8, pp. 188–189</p> <p>Glencoe Literature: California Treasures Teacher Editions provide additional instruction for struggling readers and ensure students’ mastery of the content standards. For examples, see</p> <p>Grade 6, pp. 61, 79, 89 Grade 7, pp. 43, 51, 53 Grade 8, pp. 13, 19, 56</p>	<p>modifications. For examples, see</p> <p>Grades 6, 7, and 8, pp. T59–T61</p> <p>Glencoe Literature: California Treasures Standards Road Map includes reteaching plans.</p> <p>Read and Write is a consumable worktext in three differentiated versions, including versions for struggling (approaching-level) readers, English learners, and on-level students who</p>			

Legend:
 SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		need more guidance. The point-of-use support in these books gives students the scaffolding and tools necessary for effective reading and comprehension.			
<p><i>Extra Support for English Learners, Kindergarten Through Grade Eight</i></p> <p>7. Instructional materials for English learners provide support for students to allow them to successfully participate in and progress through the daily lessons from the basic program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for English learners. Instructional materials must be standards-aligned, assessment-based programs leading to mastery of all the English–language arts content standards. These extra- support instructional materials are specifically designed daily lessons for teachers to preteach concepts, and for teachers to help students to develop background knowledge, build academic vocabulary, and develop critical technical skills. It is essential for students who are simultaneously learning English and reading/language arts content to have additional time for instruction and for practice to master grade-level content standards.</p>	<p>Glencoe Literature: California Treasures Teacher Editions include extra instruction for all levels of English learners. For examples, see</p> <p>Grade 6, pp. 89, 91, 99 Grade 7, pp. 55, 59, 77 Grade 8, pp. 21, 23, 67</p>	<p>Glencoe Literature: California Treasures Read and Write for English Learners gives students the scaffolding and tools with point-of-use support that English learners need to read and comprehend effectively. For Student Edition and Teacher Edition examples, see</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Grade 6 , pp. 11–28 Grade 7 , pp. 21–48 Grade 8 , pp. 1–20 English Language Coach books tap into a variety of strategies, options, and activities tailored to build knowledge and reinforce key vocabulary, concepts, and skills as English learners access written content. Unit Teaching Resources consists of reproducible masters that are presented at point of use and that provide scaffolding, assessment,			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		and remediation for the literature selections and workshops in the Student Edition.			
<p>8. Support materials for English learners must provide:</p> <ul style="list-style-type: none"> a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels b. Thirty minutes of additional instructional materials daily c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/basic program daily lessons d. Materials that help teachers teach English learners to master the English–language Arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork. 	<p>Glencoe Literature: California Treasures Teacher Editions include extra instruction for all levels of English learners. For examples, see</p> <p>Grade 6, pp. 89, 91, 99 Grade 7, pp. 55, 59, 77 Grade 8, pp. 21, 23, 67</p>	<p>Glencoe Literature: California Treasures Read and Write for English Learners gives students the scaffolding and tools with point-of-use support that English learners need to read and comprehend effectively. For Student Edition and Teacher Edition examples, see</p> <p>Grade 6, pp. 11–28 Grade 7, pp. 21–48 Grade 8, pp. 1–</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		20 English Language Coach books tap into a variety of strategies, options, and activities tailored to build knowledge and reinforce key vocabulary, concepts, and skills as English learners access.			
9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including: <ul style="list-style-type: none"> a. Survival vocabulary and language, including but not limited to language for obtaining necessities, making requests, and understanding instructions (essential for newcomers) b. Language skills that are transferable from students’ primary language to English and nontransferable skills c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English 	Glencoe Literature: California Treasures Unit Teaching Resources provides additional linguistic instruction with activities, such as Academic Vocabulary Development and English Language	Language transfers are included at the front of the Teacher Editions . These charts show how standard English sounds transfer to sounds in other languages. For examples, see Grades 6, 7,			

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	Primary	Supporting	Y	N	
	Coach. Student Editions provide numerous opportunities for students to learn academic vocabulary. For examples, see Grade 6 , p. 42 Grade 7 , p. 218 Grade 8 , pp. 12, 197	and 8 , pp. T68-T79 Read and Write for English Learners includes linguistic instruction for selection vocabulary, content vocabulary, academic vocabulary, idioms, figurative language, phonics, and syntactical and semantic structures. The books also provide practice activities that are leveled and oral assessment of students’ varying language proficiency levels. For			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Student Edition and Teacher Edition examples, see Grade 6 , pp. 65, 67–69, 72–73 Grade 7 , pp. 3, 5, 7, 9, 19–20 Grade 8 , pp. 85, 88–89, 96–98 New to English Audio CD-ROM provides full-text audio of the student book. Interactive Vocabulary provides additional interactive review, practice, and instruction for all selection, academic, and content vocabulary in <i>Glencoe</i>			

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	Primary	Supporting	Y	N	
		<i>Literature, Read and Write, and Expressions.</i> Product includes support for teaching Spanish cognates. <i>New to English</i> is an entry-level reading and writing program for newcomers that provides explicit phonics instruction throughout the program in the SE and TE, audio CD, and Assessment Program for Grades 6-8.			
10. The materials provide additional support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English–language arts content standards: a. Phonologically based spelling b. Listening and speaking comprehension c. Organization and delivery of oral communication	Glencoe Literature: California Treasures Student Editions include Speaking, Listening, and	Glencoe Literature: California Treasures Read and Write for English Learners, Approaching			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
d. Speaking applications e. Academic language f. Vocabulary and concept development g. Sentence structure h. Grammar	Viewing Workshops in each unit as well as Grammar Workshops, Grammar Links, and Spelling Links. Vocabulary concepts are explained in each lesson as well as in Vocabulary Workshops. For examples, see Grade 6 , pp. 67, 189, 624 Grade 7 , pp. 208, 509, 541 Grade 8 , pp. 55, 80–81, 197–198, 440 a. Expressions: Phonics instruction appears in the Teacher’s Edition for	level readers, and On-Level readers include instruction and practice in the strands and substrands covered in <i>Glencoe Literature’s Essential Course of Study</i> . For examples, see Grade 6 , pp. 63–74 Grade 7 , pp. 1–20 Grade 8 , pp. 83–98 a. Sample Teacher’s Edition page references: Expressions Teacher’s			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	every selection. New to English provides explicit phonics instruction throughout the program in the SE/TE, audio CD, Assessment Program for Grades 6-8				
<i>Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three</i> 11. Support materials provide additional vocabulary development (beyond vocabulary instruction in the basic program) for students in kindergarten through grade three who require extra support in this area. These instructional materials are intended to be an addition to the regular vocabulary lessons described in the basic program descriptions and Criteria Category 1. The purpose of these materials is to increase the oral vocabulary of students with limited vocabulary, which may include English learners, students with disabilities, struggling readers, and students who use African American vernacular English.	N/A Addressed in K–6 document				
12. These materials must build students’ oral vocabulary by providing instruction in a wide range of meaningful vocabulary, explaining the meanings of unfamiliar words	N/A Addressed in K–6 document				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
(beyond students’ reading vocabulary), and allowing ample opportunities for students to discuss word meanings and use new words.					
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.	N/A Addressed in K–6 document N/A Addressed in K–6 document				
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.	N/A Addressed in K–6 document				
15. Teacher editions and student materials provide instructional resources and strategies for developing vocabulary through multiple readings by the teacher of narrative and engaging expository texts, followed by explicit and systematic instruction in oral discourse of the selected vocabulary.	N/A Addressed in K–6 document				
16. Intensive vocabulary instruction is research-based, direct, explicit, and systematic and includes: a. Weekly lesson plans for daily instruction b. Weekly lesson plans that include instruction in eight to ten words per week in kindergarten, ten to 12 words per week in grades one and two, and 15 to 18 words per week in grade three	N/A Addressed in K–6 document				
17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.	N/A Addressed in K–6 document				
18. Intensive vocabulary lessons must include the following: a. Development of students’ listening and speaking vocabulary b. Instruction in words that are beyond students’ reading	N/A Addressed in K–6 document				

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vocabulary c. Fifteen to 20 minutes of additional daily vocabulary instruction					
19. Materials contain weekly lesson plans that include: a. Multiple readings by the teacher of one or two narrative or interesting expository texts with emphasis on developing oral vocabulary and opportunities for students to hear, use, reflect on, and discuss the meanings of the target words b. Weekly oral pre- and post-assessments on new words c. Narrative/expository text readings, during which teachers provide simple definitions of target vocabulary words using language that is known by students d. Opportunities for students to use words in individual and group responses over time and in different contexts e. Suggestions for periodic review and extended use of the words beyond the instructional time	N/A Addressed in K–6 document				
<i>Reading Intervention Kit, Grades One Through Three</i> 20. The reading intervention kit is a classroom kit that provides sets of strategic intervention materials, one set for each of the five key technical skill domains of beginning reading, for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students in grades one through three who need reteaching and practice in one or more of the technical skill domains. In particular, the lessons in the kit provide targeted instruction in one or more of the English–language arts content standards taught in a	N/A Addressed in K–6 document				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
previous grade(s) that may not have been mastered. The instructional strategies incorporated in these sets of materials should be consistent with those used in the basic program.					
21. The kit includes teacher and student editions that provide materials for instruction in the following beginning technical skills in reading as defined by the English–language arts content standards in kindergarten through grade three: a. Phonemic awareness and phonological awareness b. Phonics and decoding c. Oral reading fluency d. Vocabulary (including those words taught in grades one through three of the basic program) e. Reading comprehension skills	N/A Addressed in K–6 document				
22. The kit contains five sets of technical skills materials. Each set of materials includes a minimum of 90 lessons, each lasting 15 minutes, that are designed for explicit, sequential, and systematic instruction. Each set also provides a periodic progress-monitoring assessment for determining attainment of the skill or skills taught.	N/A Addressed in K–6 document				
23. The same classroom kit for grades one through three is acceptable. Note: Criterion statements #24 & 25 appear at the beginning of Program Description section (after #1)	N/A Addressed in K–6 document				
26. The additional one hour of English-language development instruction, kindergarten through grade eight, shall be evaluated for alignment with the following materials: a. <i>English–Language Arts Content Standards</i>	Expressions: The additional one hour of English-language development is				

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b. <i>English-Language Development Standards</i> c. Appendix 9-A: Matrix 3, “English-Language Development Instruction, Kindergarten Through Grade Eight”	fully aligned or exceeds the expectations as outlined in the English-Language Arts Content Standards, English-Language Development Standards, and Appendix 9-A as evidenced by the correlations in the Correlation CD and the Teacher’s Edition correlations for each grade level.				
27. The English-language development (ELD) instructional materials are consistent with and connected to the basic program and aligned to the <i>English–Language Arts (ELA) Content Standards, English-Language Development (ELD) Standards, and Reading/Language Arts Framework</i> . Materials shall demonstrate alignment to the ELA and ELD standards through the State Board of Education-approved correlation matrices developed under Senate Bill 1113. (See the ELA/ELD Standards Correlation Matrices on the CDE Web site at	Expressions: The English-language development materials are closely linked to the basic program in terms of standards (one	See the following resources: Grade 6: English Language Arts/English Language Development Correlations			

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	Primary	Supporting	Y	N	
<p>http://www.cde.ca.gov/ci/rl/im/elaeldmatrixlinks.asp.) For additional guidance, see the “Universal Access” sections under “English Learners” for each grade in Chapters 3 and 4.</p>	<p>to one correlation with skills in the corresponding core selection), theme, literary element, reading skills, and writing workshop topics.</p>	<p>Matrix Grade 6 Grade 7: English Language Arts/English Language Development Correlations Matrix Grade 7 Grade 8: English Language Arts/English Language Development Correlations Matrix Grade 8</p>			
<p>28. ELD instructional materials must include the following features:</p> <ul style="list-style-type: none"> a. Lessons address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English-language proficiency at appropriate grade levels. b. Teacher edition and student materials are focused and efficient to ensure English learners acquire proficiency in English as quickly and effectively as possible. c. Additional ELD instructional support is given to English learners (beyond the basic program) for one hour daily. d. The one hour of daily instruction may be presented in smaller segments or lessons. For example, programs 	<p>Expressions: The ELD instruction in the English Language Development Teacher’s Edition at each grade includes instruction that addresses the Beginning, Early Intermediate, Intermediate,</p>	<p>See the following Expressions Teacher’s Edition references: Grade 6: pp. 1, 34a–d, 35, 36, 46 a–d, 54, 61, 70 a–d, 71, 72, 84 a–d, 86, 95, 96, 128 a–d, 146 a–d, 177, 178, 190, 212, 220 a–d, 235,</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
may provide daily instruction that includes two to four lessons that total one hour per day.	and Early Advanced level. See the purple Differentiated Instruction boxes throughout the lessons for examples. The focus of the lessons is to accelerate students’ language growth and is based on the groundbreaking Brownsville research of program author Diane August. This instruction constitutes an hour above and beyond the time set aside for the core	259, 266 a–d, 267, 283, 298 a–d, 316 a–d, 317, 336 Grade 7: pp. 13, 14, 24 a–d, 25, 26, 38 a–d, 39, 40, 48 a–d, 49, 50, 56 a–d, 73, 74, 82 a–d, 89, 90, 98 a–d, 99, 100, 108 a–d, 109, 110, 124 a–d, 131, 132, 140 a–d, 141, 142, 148 a–d Grade 8: pp. 11, 12, 26a–d, 37, 38, 54 a–d, 69, 70, 80 a–d, 81, 82, 90 a–d, 107, 108, 114 a–d, 163, 164, 172 a–d, 201, 202, 210 a–d, 239, 240, 252 a–d, 287, 288, 292 a–d, 321, 322, 328 a–d			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>29. The ELD materials are designed to ensure students’ mastery of the English–language arts content standards and include the following features:</p> <ul style="list-style-type: none"> a. Instructional materials are connected to, and consistent with, the unit or theme of the basic program. b. Materials include instruction, practice, review, and application that lead to students’ acquisition of English. c. Instructional materials will allow opportunities for students to read, write, and discuss expository text. 	<p>Expressions: The instruction in the ELD Teacher’s Edition mirrors the themes of the basic program exactly. The materials provide ample daily instruction, practice, review, and application of skills that accelerate students’ language acquisition. Students read, write, and discuss a lot of expository text. Many of the selections in each Expressions SE are nonfiction.</p>	<p>See the following Expressions Teacher’s Edition references: Grade 6 TE: pp. 1–12d, 85–94d, 129–138d, 189–198d, 267–276d, 347–351, 352 Grade 6 EPB: 1–7, 39–43, 59–64, 91–96, 132–136 Grade 7 TE: pp. 99–108d, 149–160d, 215–224d, 297–304d, 343–352d, 353–357, 358 Grade 7 EPB: 45–49, 67–72, 98–104, 134–139, 157–162 Grade 8 TE: pp.</p>			

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	Primary	Supporting	Y	N	
		11–26d, 121–132d, 133–144d, 163–172d, 343–347, 348 Grade 8 EPB: 5–9, 47–53, 54–59, 66–70			
30. These ELD materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty, including: a. Phonemic awareness and phonics b. Oral reading fluency c. Word recognition and spelling d. Vocabulary and morphology e. Grammar and usage f. Listening and reading comprehension g. Sentence structure (aligned with narratives, reading passages, and writing assignments) h. Speaking and writing	Expressions: The English Language Development Teacher’s Editions provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the areas in which students are likely to have difficulty. See	See the following samples in Expressions Teacher’s Edition references: Grade 6: a. TE Lesson 1: pp. 3, 5, 6, 8, 9, 11, 12 b. TE Lesson 1: pp. 6, 10 c. EPB Lesson 1: p. 6 d. SE/TE			

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	Primary	Supporting	Y	N	
	<p>the first lesson of each Expressions ELD SE, TE, and Expressions Practice Book as a representative sample of this.</p>	<p>Lesson 1: pp. 3, 9; EPB: Lesson 1 pp. 1, 2 e. SE/TE: p. 51, 12, 167, 225, 281, 351 EPB Lesson 1 pp. 4, 5 f. SE/TE Lesson 1: pp. 5, 7, 8, 12 EPB: Lesson 1 pp. 3, 12 g. SE/TE: pp. 51, 12, 167, 225, 281, 351 h. SE/TE: pp. 52, 122, 168, 226, 282, 352 EPB: Lesson 1 p. 7 Grade 7: a. TE Lesson 1: pp. 3, 5, 6, 7, 8, 10, b. TE Lesson 1: pp. 4, 5, 7, 10</p>			

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	Primary	Supporting	Y	N	
		c. EPB Lesson 1: p. 12 d. SE/TE Lesson 1: p. 3 PB: Lesson 1 p. 1 e. SE/TE: pp. 61,129, 191, 247, 329, 357 EPB Lesson 1 p.3 f. SE/TE Lesson 1: pp. 6, 9, 12 EPB: Lesson 1 p. 2 g. SE/TE: pp. 61,129, 191, 247, 329, 357 EPB: Lesson 1 p. 5 h. SE/TE: 62, 130, 192, 248, 330, 358 EPB: Lesson 1, p. 5			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Grade 8: a. TE Lesson 1: pp. 3, 4, 5, 7, 8, 9, 10 b. TE Lesson 1: pp. 6, 8 c. EPB Lesson 3: p. 13 d. SE/TE Lesson 1: p. 3 EPB: Lesson 1, p.1 e. SE/TE: pp.95, 119, 227, 269, 309, 347 EPB Lesson 1, p. 3 f. SE/TE Lesson 1: pp. 5, 7, 9, 10 EPB: Lesson 1 p. 2, 4 g. SE/TE: pp.95, 119, 227, 269, 309, 347			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		h. SE/TE : pp. 96, 120, 228, 270, 310, 348 EPB : Lesson 1, p. 4			
31. ELD materials provide formal linguistic instruction, practice, and opportunities for application, including: <ul style="list-style-type: none"> a. Survival vocabulary and language, including but not limited to obtaining necessities, making requests, and understanding instructions (essential for newcomers) b. Skills that are transferable from students’ primary language to English and nontransferable skills c. Acquisition of academic vocabulary d. Phonological, morphological, syntactical, and semantic structures of English e. Oral language development 	a. New to English is an entry-level reading and writing program for newcomers. b. Expressions Teacher’s Edition : Language Transfer research and charts are provided in the front of each Teacher’s Edition c. Expressions Teacher’s Edition and Student Edition Academic vocabulary is	a. New to English SE/TE , audio CD, Assessment Program for Grades 6-8 b. Expressions Teacher’s Edition : T36-T47 c. Expressions Sample Teacher’s Edition and Student Edition page references: Grade 6 : pp. 2, 14, 26, 36, 47–51, 54 Grade 7 : pp. 2, 14, 26, 40, 50, 57–61 Grade 8 : pp.			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	taught on every Prepare to Read page and in each Writing Workshop d. Phonics instruction appears in the Expressions Teacher’s Edition for every selection. New to English: provides explicit phonics instruction throughout the program in the SE/TE, audio CD, Assessment Program for Grades 6-8 The lessons focus on academic vocabulary; oral language development; and the phonological,	28, 38, 56, 70, 82, 91–95 Sample Teacher’s Edition page references: d. Expressions TE Grade 6: pp. 3, 15, 27, 37, 43, 63, 107, 125, 131, 135, 141, 149, 155, 179, 191, 201, 205, 235, 251, 261, 272, 285, 301, 319, 337 Grade 7: pp. 3, 15, 27, 51, 65, 91, 116, 135, 165, 177, 205, 227, 251, 271, 299, 307, 333, 349 Grade 8: pp. 3, 13, 21, 39, 43, 57, 71, 99, 109, 123, 139, 151, 165, 179, 193, 213, 231, 241, 249, 276, 289, 295, 313, 331			

Legend:
 SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	morphological, syntactical, and semantic structures of English as evidenced by the large number of Oral Language, Phonics, Vocabulary, Grammar, and Listening/ Speaking lessons that appear each week. Materials not focused on students’ language acquisition were not included in the program.	New to English SE/TE, audio CD, Assessment Program for Grades 6-8			
32. The ELD teacher’s guide shall include the following: a. Background information for teachers regarding the various profiles of English learners, including but not limited to newly arrived, long-term, older learners b. Flexible grouping options c. Language transfer issues d. Appropriate strategies for English learners	Expressions: The English Language Development Teacher’s Edition provides background information for	a. Expressions TE pages T32–T35. b. See the following samples in Expressions Teacher’s			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	teachers on the various profiles of English learners —see Expressions Teacher’s Editions : pp. T32–T35. The Expressions Teacher’s Editions also includes flexible grouping options throughout the lessons. Language Transfers Issues are stated on Expressions Teacher’s Editions T36–T51. Expressions Teacher’s Editions also includes appropriate English learner strategies	Edition references: Grade 6 , pp. 12, 46, 116 Grade 7 , pp. 38, 82, 124 Grade 8 , pp 90, 200, 210 <i>c. Expressions</i> TE pages T36–T51			

2008 Reading/Language Arts Primary Adoption
 Optional Evaluation Criteria Map
 Program 2: Reading/Language Arts–English Language Development Basic Program, K-8
Legend:
 SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Program: **Expressions**
 Publisher: Glencoe/McGraw Hill
 Grade Level(s): 6-8

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	proven effective through the research of program author Diane August.				

SECTION II: CRITERIA

Category 1: Alignment with English–Language Arts Content Standards

Reading/language arts materials should support teaching to the California English–language arts content standards in accord with the guidance provided in the *Reading/Language Arts Framework for California Public Schools*. All programs must include the following features:

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Instructional materials as defined in <i>Education Code</i> Section 60010(h) are designed to ensure that all students master each of the English–language arts content standards.	<p>Glencoe Literature: California Treasures All lessons in the Student Editions are aligned with the content standards. For examples, see</p> <p>Grade 6, pp. 199, 211 Grade 7, pp. 543, 554 Grade 8, pp. 469, 477</p> <p>Expressions: The English-Language Arts Content Standards are fully met and/or exceeded in the program as evidenced by the detailed</p>	<p>Glencoe Literature: California Treasures Unit Teaching Resources provides scaffolding, assessment, and remediation for standards-based lessons in the student edition.</p> <p>The lessons in the Read and Write comprise <i>Glencoe Literature's Essential Course of Study</i> that covers those standards most often tested on the California Standards Test.</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	correlation charts available on the Correlations CD.	For a chart of the focused standards in the Essential Course of Study, see the Teacher Editions for On Level Grade 6 , pp. T10–T13 Grade 7 , pp. T10–T13 Grade 8 , pp. T10–T13 Approaching Grade 6 , pp. T17–T20 Grade 7 , pp. T17–T20 Grade 8 , pp. T17–T20 English Learners Grade 6 , pp. T19–T22 Grade 7 , pp. T19–T22 Grade 8 , pp. T19–T22			

Legend:
 SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
2. Instructional materials reflect and incorporate the content of the <i>Reading/Language Arts Framework for California Public Schools</i> .	<p>Glencoe Literature: California Treasures All lessons in the Student Editions are aligned with the content standards and <i>Framework</i>. For examples, see</p> <p>Grade 6, pp. 199, 211 Grade 7, pp. 543, 554 Grade 8, pp. 469, 477</p> <p>Expressions: The content of the <i>Reading/Language Arts Framework for California Public Schools</i> is reflected in the Teacher’s Edition lessons that accompany each lesson and evidence can be found in the</p>	<p>Unit Teaching Resources provides scaffolding, assessment, and remediation for standards-based lessons in the student edition.</p> <p>All lessons in Read and Write are aligned with those content standards most often tested on the California Standards Test. For a chart of the focused standards, see the Teacher Editions for</p> <p>On Level Grade 6, pp. T10–T13 Grade 7, pp. T10–T13 Grade 8, pp. T10–T13</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	detailed correlation charts available on the Correlations CD and in print.	Approaching Grade 6 , pp. T17–T20 Grade 7 , pp. T17–T20 Grade 8 , pp. T17–T20 English Learners Grade 6 , pp. T19–T22 Grade 7 , pp. T19–T22 Grade 8 , pp. T19–T22			
3. Instructional materials incorporate the content described in Appendix 9-B and Appendix 9-C, Tables 1 and 2.	Glencoe Literature: California Treasures Workshops and Before You Read and After You Read features of each lesson in the Student Editions incorporate the content in Appendix 9-C, Table 2. For examples, see	Teacher Editions provide extra vocabulary, spelling, reading fluency, comprehension, and literary analysis activities. For examples, see Grade 6 , pp.76, 456, 734 Grade 7 , pp. 88, 496, 808			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 6, pp. 382, 603 Grade 7, pp. 274, 790 Grade 8, pp. 459, 467</p> <p>Expressions: The program fully meets the requirements established in Appendix 9-C Table 2 as evidenced by the Content Standards correlation chart and Appendix 9C correlations on the Correlations CD.</p>	<p>Grade 8, pp. 21, 30–31, 49, 392</p>			
<p>4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code Section 44757.5(j)</i>.</p>	<p>Glencoe Literature: California Treasures Standards Road Map includes research white papers that cite</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	current and confirmed research. Expressions: The research base of the program is reflected by the work of our author team, such as Diane August (author of the National Panel Report on Second-Language Learners).				
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.	Glencoe Literature: California Treasures Student Editions provide extensive teaching for standards that are prerequisites for later standards. For examples, see Grade 6 , pp. 45, 53, 141	Read and Write provides extensive teaching for standards that are prerequisites for later standards. For Student Edition and Teacher Edition examples, see			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 7, pp. 73, 85, 154 Grade 8, pp. 459, 467, 540</p> <p>Expressions: Each skill and standard is taught, retaught, reviewed, and maintained throughout the program as evidenced by the correlation charts on the Correlation CD.</p>	<p>On Level and Approaching Grade 6, pp. 47, 51–52, 89, 99–100, 303, 321–322 Grade 7, pp. 3, 19, 63, 73, 261, 266 Grade 8, pp. 175, 178, 239, 244, 257, 260</p> <p>English Learners Grade 6, pp. 46, 52, 88, 100, 302 Grade 7, pp. 2, 20, 62, 72, 260, 265 Grade 8, pp. 174–177, 238, 245, 256, 260</p> <p>Lesson Plans found in Glencoe Literature: California Treasures Standards Roadmap and on</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		TeacherWorks Plus are paced to provide sufficient instructional time for lessons that require extensive teaching.			
6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see number 45 below, under “Writing”).	Glencoe Literature: California Treasures Student Editions A Writing Workshop and a Speaking, Listening, and Viewing Workshop at the end of each unit in the Student Editions provide practice with different forms of written and oral expression. For examples, see Grade 6 , pp. 280–285, 286 Grade 7 , pp. 332–337, 338	Unit Teaching Resources includes activities to reinforce academic vocabulary taught in the student edition. They also include Writing Workshop and Speaking, Listening, and Viewing Workshop activities. For examples, see Grade 6, Unit 1 , pp. 16, 17, 185–190 Grade 7, Unit 1 , pp. 16, 17,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 8, pp. 288–293, 294 Expressions Academic language (e.g., the language of instruction) is formally taught and reinforced throughout the lessons. See all “Prepare to Read” pages and Writing Workshops.</p>	<p>189–194 Grade 8, Unit 1, pp. 16, 17, 159–164 Glencoe Online Essay Grader includes prompts from the Writing Workshops in Glencoe Literature: California Treasures and provides automatic narrative and numerical feedback to individual students based on four-point rubrics.</p>			
<p>7. The <i>English–Language Arts Content Standards</i> and <i>Reading/Language Arts Framework</i> form the basis of the instructional materials. Extraneous materials not aligned to these content standards must be minimal and not detract from instruction.</p>	<p>Glencoe Literature: California Treasures Literary selections and accompanying pedagogy in the</p>	<p>Unit Teaching Resources provides scaffolding, assessment, and remediation for standards-</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Student Editions are aligned with California content standards. For examples, see</p> <p>Grade 6, p. 494 Grade 7, p. 179 Grade 8, p. 355</p> <p>Expressions: All lessons in Expressions are aligned with the California Content Standards.</p>	<p>based lessons in the student edition.</p> <p>All lessons in Read and Write are aligned with those content standards most often tested on the California Standards Test.</p>			
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.	<p>All activities in the Student Editions are aligned with the lessons and content standards. For examples, see</p> <p>Grade 6, pp. 216–217 Grade 7, pp. 559–560 Grade 8, pp. 490–492</p>	<p>Unit Teaching Resources provides scaffolding, assessment, and remediation for standards-based activities in the Student Edition.</p>			
9. Instructional materials use proper grammar and spelling (<i>Education Code</i> Section 60045).	<p>All instructional materials use</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	correct grammar, spelling, and mechanics.				
10. Any gross inaccuracies or deliberate falsification revealed during the review process will result in disqualification, and any found during the adoption cycle will subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.	All materials submitted by Glencoe/McGraw-Hill have been subject to a highly rigorous editorial review process in an effort to produce accurate and error-free content.				
11. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.	The Program Consultants for Glencoe Literature: California Treasures have recommended and supported the pedagogical framework of the program. They have reviewed editorial manuscript and made suggestions for improvements and additions to the content.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Expressions: Program authors include Diane August and Carol Rothenberg. These authors were active participants in the creation of the program. Many, such as Donald Bear and Jan Hasbrouck, created assessments (see Diagnostic Assessment book).</p>				
<p>12. Publishers must indicate in teacher materials all program components necessary to address all English–language arts content standards for each grade level.</p>	<p>Glencoe Literature: California Treasures Classroom Resources lists at the front of the Teacher Editions give an overview of all the print and media program resources available to teachers. Unit Resources lists at</p>	<p>Glencoe Literature: California Treasures Standards Road Map includes unit-by-unit lesson plans, resource lists, and pacing guides. TeacherWorks Plus, the interactive</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	the beginning of each unit explain which resources teachers will need to teach a selection within a given unit. For examples, see Grade 6 , pp. 1, 157 Grade 7 , pp. 1, 38 Grade 8 , pp. T80–T86, 1	teaching planning and instruction tool, includes lesson plans/resource lists which are allocated to 180 days according to the pacing guides found in Glencoe Literature: California Treasures Standards Roadmap .			
Curriculum must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the following program areas: <i>Phonemic Awareness</i> 13. Instructional materials for kindergarten through grade two must be taught comprehensively and as a sequence of skills in the grade levels as described in the English–language arts content standards.	N/A Addressed in K–6 document				
<i>Phonics and Decoding</i> 14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.	N/A Addressed in K–6 document				
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).	N/A Addressed in K–6 document				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).	N/A Addressed in K–6 document				
<i>Oral Reading Fluency and Word Attack Skills</i> 17. Instructional materials emphasize oral reading decoding fluency and the skills of word recognition, reading accuracy, and prosody. Programs offer strategies for increasing oral fluency rates with adequate daily materials of increasing difficulty.	<p>Fluency Practice and Assessment booklets include initial screening, practice, and assessment in oral reading accuracy and fluency. For examples, see</p> <p>Grade 6, pp. 6, 13, 146 Grade 7, pp. 20, 80, 160 Grade 8, pp. 49, 64</p> <p>Expressions: In every lesson of the Teacher’s Editions, there are suggested Oral Reading Fluency activities. Also, “Reading Fluency Practice” pages are included in back of each Teacher’s</p>	<p>Read and Write Teacher Editions offer extra practice with oral reading fluency development. For examples, see</p> <p>Grade 6, p. 6, 13, 146 Grade 7, p. 20, 80, 160 Grade 8, p. 49, 64</p> <p>The Teacher Editions of Read and Write for English Learners Grade 6, pp. T16, 19, 92 Grade 7, pp. T16, 7, 164 Grade 8, pp. T16, 53, 168</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions—R1–R12.	<p>Approaching Grade 6, pp. T15, 19, 90</p> <p>Grade 7, pp. T15, 6, 164</p> <p>Grade 8, pp. T15, 54, 168</p> <p>Expressions: “Reading Fluency Practice” pages are included in back of each Teacher’s Editions—R1–R12.</p>			
18. Oral reading materials include instruction in word reading, practice on increasingly difficult passages, and assessments on this instruction and practice in grades one through six and grades six through eight (as needed).	Fluency Practice and Assessment booklets include initial screening, practice, and assessment in oral reading accuracy and fluency and feature reading passages of varying difficulty.	Fluency Practice and Assessment booklets include initial screening, practice, and assessment in oral reading accuracy and fluency and feature reading passages of varying difficulty.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Expressions: “Reading Fluency Practice” pages are included in back of each Teacher’s Editions—R1–R12.	Expressions: “Reading Fluency Practice” pages are included in back of each Teacher’s Editions—R1–R12.			
19. Student materials include opportunities for daily oral reading fluency practice	Fluency Practice and Assessment booklets include initial screening, practice, and assessment in oral reading accuracy and fluency and feature reading passages of varying difficulty.				
<i>Decodable Books</i> 20. Sufficient pre-decodable and decodable texts are included at the early stages of reading instruction to allow students to develop automaticity and practice fluency. Those materials in the program designated as decodable must have text with at least 75 percent of the words consisting solely of previously taught sound-spelling correspondences and from 15 percent to 20 percent of the words consisting of previously taught high-frequency words and story words. High-frequency words introduced in pre-	N/A Addressed in K–6 document				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
decodable and decodable texts are taken from a list of the most commonly used words in English, prioritized by their utility. For those sounds with multiple spellings, two sound-spellings may be paired in one decodable book or reading passage.					
21. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling correspondences introduced in that text.	N/A Addressed in K–6 document				
22. <i>Sufficient</i> is defined as follows: a. Kindergarten–At least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus). b. Kindergarten–Approximately 20 decodable books, integrated with the sequence of instruction. c. First grade–Two books per sound-spelling totaling a minimum of 8,000 words of decodable text over the course of a year. d. Second grade–Approximately 9,000 words of decodable text: two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction. (e. Applies to intervention programs)	N/A Addressed in K–6 document				
<i>Spelling</i> 23. Instructional materials link spelling with decoding as reciprocal skills. Spelling lessons are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the English–language arts content standards. Spelling rules are	Glencoe Literature: California Treasures Spelling Links appear throughout the	Glencoe Literature: California Treasures Unit Teaching Resources include Spelling			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
explicitly taught with practice focused on patterns of words and sound-letter associations.	Student Editions. For examples, see Grade 6 , pp. 239, 308 Grade 7 , pp. 569, 658 Grade 8 , pp. 392, 638	Practice masters that help students learn spelling rules. For examples, see Grade 6, Unit 6 , p. 125 Grade 7, Unit 2 , p. 221 Grade 8, Unit 3 , p. 174 Additional spelling help is available in the Language Handbook section of the Student Editions . For examples, see Grades 6, 7, 8 , pp. R43–R45			
<i>Vocabulary</i> 24. The program provides direct, explicit, and systematic instruction and opportunities for student practice and application in key vocabulary connected to reading and writing instruction, including academic vocabulary from the history–social science and science content standards that are addressed in the	Glencoe Literature: California Treasures Student Editions provide numerous opportunities for students to	Novel Companion provides numerous opportunities for students to practice using selection and			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
basic program.	<p>practice using selection and academic vocabulary after selections and within Vocabulary Workshops. For examples, see</p> <p>Grade 6, pp. 216, 220 Grade 7, pp. 395, 559, 623, 659 Grade 8, pp. 493, 502</p> <p>Expressions: Vocabulary is taught before each selection and throughout the selections. There are also vocabulary practice pages for every lesson in each Expressions Practice Book.</p>	<p>academic vocabulary after selections. For examples, see</p> <p>Grade 6, pp. 21, 33, 45 Grade 7, pp. 65, 77, 89 Grade 8, pp. 109, 121, 133</p> <p>Unit Teaching Resources include activities to reinforce academic vocabulary taught in the student edition. They also include Selection Vocabulary Practice and Vocabulary Strategy activities for most of the selection vocabulary in the student edition.</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		<p>Interactive Vocabulary Provides additional interactive review, practice, and instruction for all selection, academic, and content vocabulary in <i>Glencoe Literature, Read and Write, and Expressions</i>.</p> <p>See the following samples in Expressions Grade 6: TE/SE: pp. 3, 5–8, 9, 10–12 EPB: pp. 1, 2 Grade 7: TE/SE: pp. 3, 4–12 EPB: p. 1 Grade 8: TE/SE: pp. 3, 4–10</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		EPB: p. 1			
25. The program includes weekly lesson plans for daily vocabulary lessons and lists of target vocabulary words that will be taught each week.	<p>Glencoe Literature: California Treasures Standards Road Map includes unit-by-unit resource lists and pacing guides.</p> <p>In the Student Editions, vocabulary and definitions precede most selections and are reinforced by Vocabulary Practice activities (context clues, word usage, synonyms and/or antonyms, etc.) after each selection. For examples, see</p> <p>Grade 6, pp. 113, 119 Grade 7, pp. 178, 188</p>	<p>Glencoe Literature: California Treasures Footnotes and Visual Vocabulary throughout selections provide additional vocabulary and support. For examples, see</p> <p>Grade 6, p. 472 Grade 7, p. 117 Grade 8, p. 774</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Grade 8 , pp. 188,				
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e., the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	<p>Glencoe Literature: California Treasures Student Editions provide multiple opportunities for students to use academic vocabulary. Lessons on functional and consumer documents include technical and specialized vocabulary and concepts. For examples, see</p> <p>Grade 6, pp. 171–177, 225, 260 Grade 7, pp. 664, 682 Grade 8, pp. 203–206, 502, 508</p>	<p>Each Unit Teaching Resources book includes exercises to reinforce students’ understanding of the academic vocabulary words taught in the student edition. For examples, see</p> <p>Unit Teaching Resources books, pp. 16–17</p> <p>Novel Companion provides multiple opportunities for students to use academic vocabulary. For examples, see</p> <p>Grade 6, pp. 21, 33, 45</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Grade 7 , pp. 65, 77, 89 Grade 8 , pp. 109, 121, 133 Interactive Vocabulary Provides additional interactive review, practice, and instruction for all selection, academic, and content vocabulary in <i>Glencoe Literature, Read and Write, and Expressions</i> .			
27. Materials provide opportunities for students to use and apply words in individual and group responses, over time, and in different contexts.	The Unit Teaching Resources include a variety of activities for vocabulary use in different contexts beyond instructional time, including practice with selection vocabulary,	In the Read and Writes , vocabulary instruction and practice before, during, and after reading provides multiple opportunities for individual and group			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	academic vocabulary, and vocabulary skills and strategies.	responses in a variety of contexts. For examples, see Teacher Editions English Learners Grade 6 , pp. 203–206, 208, 358 Grade 7 , pp. 161–167, 364, 365 Grade 8 , pp. 165–171, 360–361 On-Level and Approaching Grade 6 , pp. 203–206, 209 Grade 7 , pp. 183–185, 188, 192, 196 Grade 8 , pp. 3, 7, 8, 13, 6, 19			
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.	The Unit Teaching Resources include a variety of activities for	The Read and Writes provide opportunities for review and extension			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	vocabulary use in different contexts beyond instructional time, including practice with selection vocabulary, academic vocabulary, and vocabulary skills and strategies.	through after reading Vocabulary, Word Study, and Four Domain activities. For examples, see Teacher Editions English Learners Grade 6 , pp. 353, 354, A15 Grade 7 , pp. 71, 348, A11 Grade 8 , pp. 97, 345, A16 Approaching Grade 6 , pp. 329, A27 Grade 7 , pp. 72, 344, A7 Grade 8 , pp. 98, 337, A10 Interactive Vocabulary Provides additional interactive review,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		practice, and instruction for all selection, academic, and content vocabulary in <i>Glencoe Literature, Read and Write, and Expressions</i> .			
29. The program provides instruction designed to foster students’ word consciousness and self-monitoring in attending to unknown words.	Glencoe Literature: California Treasures Vocabulary Workshops throughout the Student Editions teach various strategies for language comprehension. For examples, see Grade 6 , pp. 220, 485 Grade 7 , pp. 70, 206, 218 Grade 8 , pp. 55, 287	There are numerous Vocabulary Strategy masters in the Unit Teaching Resources that allow students to reinforce language comprehension skills. For examples, see Grade 6, Unit 1 , pp. 29, 51, 103 Grade 7, Unit 1 , pp. 29, 56, 82 Grade 8, Unit 1 , pp. 39, 51, 101			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Interactive Vocabulary Provides additional interactive review, practice, and instruction for all selection, academic, and content vocabulary in <i>Glencoe Literature, Read and Write, and Expressions</i> .			
30. To promote language development, instructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following areas: <ul style="list-style-type: none"> a. Classification of grade-appropriate words into categories b. Word-learning strategies c. Word meaning, including the relationship and association of words to other words In addition, in grade two, the materials provide instruction in common antonyms and synonyms; knowledge of individual words in unknown compound words to predict their meaning; the meaning of simple prefixes and suffixes; and	N/A Addressed in K–6 document				

Legend:

SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
identification of simple multiple-meaning words					
<p>31. To promote language development, instructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for student practice and application in the following areas:</p> <ul style="list-style-type: none"> a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations b. Word meaning including the relationship and association of words to other words c. Phonological, morphological, syntactical, and semantic structures of English d. Identification of origins and meanings of foreign words frequently used in English, beginning in grade six; in use of Greek, Latin, and Anglo-Saxon word roots and affixes related to content-area words, beginning in grade seven; and in analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases, beginning in grade eight e. Key academic vocabulary with grade-level expectations f. Use of new and previously taught academic vocabulary in reading, writing, listening, and speaking activities and multiple exposures to key academic vocabulary through periodic review and distributed practice of previously taught academic words through guided practice, independent practice, and application (with 	<p>Glencoe Literature: California Treasures Vocabulary Workshops in each Student Edition teach word parts (see Grade 6, p. 23); multiple-meaning words (see Grade 7, p. 368); context clues (see Grade 8, p. 55); word origins (see Grade 6, p. 761, Grade 8, p. 875); roots (see Grade 7, p. 790); and idioms (see Grade 8, p. 493). Also in Grade 8: analogy, pp. 882, R1; metaphor, pp. 348, 353; simile, pp. 662, 664, 666</p> <p>Academic Vocabulary activities appear after various</p>	<p>The Read and Write Student Editions and Teacher Editions provide a variety of additional word study activities, including word structure, word origins, and academic vocabulary, to further support on-level readers, struggling (approaching level) readers, and English learners. For Teacher Edition examples, see</p> <p>The Read and Write for English Learners provides a variety of word</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
teacher feedback) g. Word-learning strategies and skills	selections in the Student Editions . For examples, see Grade 6 , p. 509 Grade 7 , pp. 382, 409, 860 Grade 8 , pp. 12, 28, 53	study activities, including word structure, word origins, and academic vocabulary. For examples, see Teacher Edition Grade 6 , pp. 22, 68, 104, 148, 176, 239, 317, A22, A28, A39, A54 Grade 7 , pp. 25, 46, 184, 188, 216, 251, 332, A6, A30, A34, A40, A53 Grade 8 , pp. 28, 30, 190, 307, 312, A6, A32, A47 The Read and Write for Approaching - Level Students provides a variety of word study activities, including word structure, word origins, and			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		academic vocabulary. For examples, see Teacher Edition Grade 6 , pp. 22, 68, 104, 148, 176, 240, 317, A3, A15, A22, A33 Grade 7 , pp. 25, 46, 184, 188, 216, 251, 332, A4, A19, A22, A25, A33 Grade 8 , pp. 28, 30, 190, 307, 316, A4, A19, A29 Interactive Vocabulary Provides additional interactive review, practice, and instruction in academic vocabulary, synonyms, antonyms, cognates, analogies,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		multiple-meaning words, using context clues, figures of speech, homonyms, homophones, compound words, sequence words, and idioms. Skill Level Up! A Skills-Based Language Arts Game provides additional interactive review, practice, and instruction in examining word origins, synonyms, antonyms, using context clues, multiple meaning words, denotation and connotation; analogies, homonyms, word			

Legend:
 SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		parts/structural analysis: base words, word parts/structural analysis: prefixes, and word parts/structural analysis: suffixes.			
<i>Expository Texts and Reading Selections</i> 32. In the interest of promoting the efficiency of instruction for kindergarten through grade three, content standards in history–social science and science (Appendix 9-B) that can be covered in text-based instruction must be incorporated into the instruction in the reading/language arts program materials during the language arts time period, particularly in the selection of expository texts that are read to students or that students read.	N/A Addressed in K–6 document				
33. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history–social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/theme design. When appropriate, informational text in grades four through eight will include content that incorporates education principles and concepts for the environment that are consistent with grade-level standards and the unit/ theme design, as required in <i>Public Resources Code</i> Section 71301(d)(1).	Glencoe Literature: California Treasures Student Editions include informational texts from TIME Inc. magazines, including TIME for Kids, TIME, Sports Illustrated for Kids, Sports	Glencoe Literature: California Treasures Student Editions include Cultural, Social, Historical, Literary, and Visual Perspective nonfiction that			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Illustrated, and PEOPLE, to complement standards and selections. For examples, see Grade 6 , pp. 374–376 Grade 7 , pp. 144–149, 384–387 Grade 8 , pp. 87–90, 630–633	provides insight into selections. For examples, see Grade 6 , pp. 757–760 Grade 7 , pp. 636–639 Grade 8 , pp. 369–378 Read and Write provides extra support for on-level readers, struggling (approaching level) readers, and English learners and address a number of informational texts from the basal. For examples, see Grade 6 , pp. 253–264 Grade 7 , pp. 87–100 Grade 8 , pp.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		99–108			
34. Reading selections, both those read to students and those that students read, are of high quality and are interesting, motivational, multicultural, and age-appropriate for students.	<p>All readings throughout Glencoe Literature: California Treasures Student Editions were selected based on their high quality and age-appropriate appeal as well as to present, as a whole, a multicultural collection of literature. For examples, see</p> <p>Grade 6, pp. 315–330 Grade 7, pp. 112–123, 393–396, 674–683 Grade 8, pp. 13–26, 662–666</p>	<p>Novel Companion titles include classic and contemporary literature and represent high-quality, age-appropriate, multicultural, motivational, and interesting reading in novel and literary nonfiction genres. For examples, see the TOC for</p> <p>Grade 6, pp. iii–viii Grade 7, pp. iii–viii Grade 8, pp. iii–viii</p> <p>Read and Write provides extra support for on-level readers, struggling (approaching</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		level) readers, and English learners and addresses a carefully - chosen variety of motivational, multicultural, and age-appropriate selections from the basal. For examples, see Grade 6 , pp. 107–134 Grade 7 , pp. 61–72, 259–268 Grade 8 , pp. 83–98, 329–334			
<i>Writing</i> 35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.	Glencoe Literature: California Treasures One-page After You Read features include instruction to use a particular literary format (such as a letter) to write a	The California Writing Resources for grades 6 through 12 offer explicit instruction with graphic organizers on the various stages of			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>response to the selection. For examples, see</p> <p>Grade 6, p. 209 Grade 7, p. 239 Grade 8, pp. 12, 34</p> <p>Two-page After You Read features often include a Write with Style activity to provide practice in applying a literary element (such as tone). For examples, see</p> <p>Grade 6, p. 194 Grade 7, p. 383 Grade 8, p. 560</p> <p>Three-page After You Read features include a Respond Through Writing activity, which challenges students to use a particular literary</p>	<p>writing, including prewriting, drafting, revising, and editing. The Resources also provide writing prompts that match the requirements of the California standards along with rubrics and annotated modeled responses.</p> <p>Glencoe Online Essay Grader includes prompts from the Writing Workshops in Glencoe Literature: California Treasures and provides students with additional instruction to guide the</p>			

Legend:
 SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	format (such as a biographical narrative) to explore the featured literary element (such as description). For examples, see Grade 6 , p. 510 Grade 7 , pp. 123, 219 Grade 8 , p. 660	writing process and automatic narrative and numerical feedback to individual students based on four-point rubrics.			
36. Instructional materials include high-quality literature and informational text at all grade levels that serve as strong models of writing and reinforce the reciprocal relationship between reading, vocabulary, and writing as well as listening and speaking.	Glencoe Literature: California Treasures Student Editions include a variety of literature and informational text. For examples, see Grade 6 , pp. 162–170, 762–770 Grade 7 , pp. 276–283, 684–698, 712–715 Grade 8 , pp. 188–197, 476–492	Novel Companion features a variety of high-quality fiction and literary nonfiction with integrated reading; vocabulary; writing; and speaking, listening, and viewing activities. For examples, see Grade 6 , pp. 22, 34, 46, 50 Grade 7 , pp. 66, 78, 90, 94			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		<p>Grade 8, pp. 110, 122, 134, 138</p> <p>Listening Library, StudentWorks Plus, and the Online Student Edition all provide full-text selection audio in English to reinforce the relationship between reading and listening.</p>			
<p>37. Teacher editions and student materials are aligned with the specific types of writing required by the standards at each grade level, including descriptive writing, narrative, responses to literature, persuasive compositions, research reports, technical documents, and documents related to career development, as appropriate to grade level. When specific genres appear at multiple grade levels, the expectations, direct instruction, and assignments progress in breadth, depth, and sophistication as specified by grade-level standards.</p>	<p>Glencoe Literature: California Treasures Writing Workshops at the end of each unit in Student Editions concentrate on different types of writing. For examples, see</p> <p>Grade 6, pp. 426–431</p>	<p>The California Writing Resources provide focused prompts for practicing the types of writing indicated by the <i>California Reading-Language Arts Content Standards for California Public Schools</i>.</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	(Response to Literature) Grade 7 , pp. 580–585 (Persuasive Essay) Grade 8 , pp. 128–133 (Narrative), 434–439 (Response to Literature) Expressions: Writing Workshops are included throughout the Student Editions and concentrate on different types of writing.	The Unit Teaching Resources include Writing Workshop activities that expand on the skills addressed in the Writing Workshops for the student edition. For examples, see Grade 6, Unit 1 , p. 185 Grade 7, Unit 1 , p. 189 Grade 8, Unit 1 , p. 159 Novel Companion includes numerous opportunities for student writing for advanced students, ranging from short answer to application of style			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		techniques to various modes of expository, persuasive, and narrative writing. For examples, see Grade 6 , pp. 42–46, 50 Grade 7 , pp. 88–90, 94 Grade 8 , pp. 132–134, 138 Glencoe Online Essay Grader includes prompts from the Writing Workshops in Glencoe Literature: California Treasures and provides students with additional instruction to guide the writing process and automatic narrative and			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		numerical feedback to individual students based on four-point rubrics. See the following samples in Expressions Grade 6: TE/SE: pp. 47–51, 117–121, 163–167, 221–225, 277–281, 347–351 Grade 7: TE/SE: pp. 57–61, 125–129, 187–191, 243–247, 325–329, 353–357 Grade 8: TE/SE: pp. 91–95, 115–119, 223–227, 265–269, 305–309, 343–347			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
38. Instructional materials provide strategies for teachers to develop students’ academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.	<p>Glencoe Literature: California Treasures Opportunities for students to learn and use academic vocabulary in the context of the selections occur throughout the Student Editions. For examples, see</p> <p>Grade 6, pp. 225, 499 Grade 7, pp. 409, 860 Grade 8, pp. 812, 851</p>	<p>Unit Teaching Resources include exercises to reinforce students’ understanding of the academic vocabulary words taught in the student edition. For examples, see</p> <p>Unit Teaching Resources books, pp. 16–17.</p> <p>Interactive Vocabulary Provides additional interactive review, practice, and instruction for all selection, academic, and content vocabulary in <i>Glencoe Literature, Read and</i></p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Write, and <i>Expressions</i> .			
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with all genres of reading and writing, including but not limited to such terms as narrative, exposition, and persuasion. Instruction in academic vocabulary will also include literary terms such as summary, plot, theme, main idea, evidence, coherence, cause/effect, and proposition/support.	<p>Glencoe Literature: California Treasures Literary elements are taught before, called out during, and reviewed after selections. For examples, see</p> <p>Grade 6, pp. 627, 631, 637 (Main Idea); See also Writing Workshops: p. 140 (Narrative); p.), 566 (Persuasion)</p> <p>Grade 7, pp. 135, 137, 140, 142, 143 (Theme); See also Writing Workshops: p. 154 (Narrative); p. 580 (Persuasion)</p> <p>Grade 8, pp. 14, 15, 16, 28 (Plot);</p>	<p>The Writing Process Strategies transparencies in the California Writing Resources provide explicit instruction and practice activities for academic language associated with writing, including such terms as, exposition (grade 7), plot (grades 6 and 7), summary, narrative, persuasion, main idea, evidence, causes and effects, and proposing a solution.</p> <p>Genre Focus</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	See also Writing Workshops: p. 128 (Narrative); p. 582 (Persuasion), p. 880 (Exposition)	spreads (one per unit) define literary or text elements and use various graphic organizers to highlight genre characteristics in selections. For examples, see Grade 6 , pp. 44–45 (Short Fiction) Grade 7 , pp. 792–793 (Drama) Grade 8 , pp. 336–337 (Poetry), 540–541 (Argument and Persuasion) Interactive versions of these graphic organizers can be found on StudentWorks Plus and the Online Student			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Edition. Skill Level Up! A Skills-Based Language Arts Game provides additional interactive review, practice, and instruction for many literary elements including theme and plot. Unit Teaching Resources include activities for all literary elements presented in the student edition.			
40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The materials provide discussion prompts, related to these two reciprocal reading and writing elements of lessons, that support students as they actively use	Glencoe Literature: California Treasures Teacher Editions provide daily writing practice with each selection. For	Each grade of the California Writing Resources provides a writing prompt for a response to literature composition			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
the academic language associated with the genre being studied.	examples, see Grade 6 , pp. 72, 82 Grade 7 , pp. 22, 24 Grade 8 , pp. 68, 88	that requires students to understand and interpret one of the selections in the text.			
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.	The California Writing Resources consist of sets of transparencies for teachers to use while teaching the various stages of writing, and annotated model compositions at four different skill levels that help students to evaluate, revise, and improve their own writing.	The Unit Teaching Resources include writing checklists and rubrics to help teachers assess and provide feedback on students’ writing. For examples, see Grade 6, Unit 1 , pp. 186, 187 Grade 7, Unit 1 , pp. 190, 191 Grade 8, Unit 1 , pp. 160, 161 Glencoe Online Essay Grader provides automatic			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		narrative and numerical feedback to individual students based on four-point rubrics and allows for teachers to provide additional comments before, during, or after submission.			
42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.	The writing tasks in the California Writing Resources give students practice in writing on demand. The writing process strategies transparencies in the Writing Resources provide instruction on organizing ideas and, editing, and revising compositions.	The Writing Workshop in each unit of the Student Edition begins with a Writing Plan and guides students through the following steps of the writing process: Prewrite, Draft, Revise, Edit and Proofread, and Present. For examples, see			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		<p>Grade 6, pp. 704–711 Grade 7, pp. 154–159 Grade 8, pp. 434–439</p> <p>The Unit Teaching Resources include graphic organizers that students can use to organize ideas prior to drafting their work for the Writing Workshops in the student edition. For examples, see</p> <p>Grade 6, Unit 1, p. 185 Grade 7, Unit 1, p. 189 Grade 8, Unit 1, p. 159</p> <p>Interactive Graphic Organizers that can be used</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		during prewriting are included with the Glencoe Online Essay Grader . The program also includes tools to assist students with quickly organizing and editing their writing.			
43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include: a. Sentence fluency b. Sentence variety c. Paragraph and essay structure, organization, and coherence d. Word choice	Glencoe Literature: California Treasures Writing Workshops in the Student Editions include an Apply Good Writing Traits feature that focuses on a specific writing strategy. For examples, see Grade 6 , p. 708 (Sentence Fluency) Grade 7 , pp. 450 (Word Choice),	The Unit Teaching Resources include Good Writing Traits Checklists to help teachers assess and provide feedback on students’ writing. For examples, see Grade 6, Unit 1 , p. 187 Grade 7, Unit 1 , p. 191 Grade 8, Unit 1 , p. 161			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	742 (Sentence Fluency) Grade 8 , pp. 130 (Organization), 436 (Word Choice)	Glencoe Online Essay Grader provides automatic narrative and numerical feedback to individual students based on fluency, word choice, organization, ideas and content, voice, and conventions.			
44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include: a. Instruction in a full range of text structures, including writing to describe and explain objects, events, and experiences b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material c. Instruction and practice in writing technical documents and documents related to career development, as appropriate to grade level	Glencoe Literature: California Treasures Writing Workshops and Respond Through Writing assignments in the Student Editions give students opportunities to write in a variety of modes. For examples, see	Novel Companion includes numerous opportunities for student writing for advanced students, ranging from short answer to application of style techniques to various modes of expository,			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
d. Instruction in the components and unique features of each writing application e. Instruction in the use of grade-appropriate, standards-aligned rubrics for each application f. Models of the production of each application through teacher write-aloud opportunities or opportunities to analyze writing models provided in the materials g. Scaffolding that leads students into independent grade-level writing through timely and explicit feedback h. Guidance for students through frequent opportunities to review progress using application-specific rubrics i. Assessment of students' ability to meet the grade-level writing application standards, using application-specific prompts	Grade 6 , pp. 140–145, 170 Grade 7 , pp. 332–337, 410 Grade 8 , pp. 54, 622, 880–885 The California Writing Resources provide explicit instruction and practice in writing applications and techniques. Expressions Writing Workshops in the Student and Teacher’s Editions give students opportunities to write in a variety of modes. For examples, see Grade 6 , pp. 47–51 Grade 7 , pp. 187–191 Grade 8 , pp.	persuasive, and narrative writing. For examples, see Grade 6 , pp. 20–22, 50 Grade 7 , pp. 88–90, 94 Grade 8 , pp. 108–110, 120–122 The Unit Teaching Resources include Writing Workshop activities that expand on the skills addressed in the Writing Workshops in the student edition. For examples, see Grade 6, Unit 1 , p. 185 Grade 7, Unit 1 , p. 189 Grade 8, Unit 1 , p. 159			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	265–269 Anchor Papers in Expressions Progress Monitoring provide point-based, application-specific rubrics for the evaluation of student writing and include sample writing responses for each point level. For examples, see Grade 6 , p. 125–127 Grade 7 , p. 133–135 Grade 8 , p. 137–139	Glencoe Online Essay Grader includes prompts from the Writing Workshops in Glencoe Literature: California Treasures and provides students automatic narrative and numerical feedback to individual students based on four-point rubrics and can be administering in either testing or instructional modes.			
45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.	Glencoe Literature: California Treasures The Speaking, Listening, and Viewing Workshop in each	The Read and Write provides numerous opportunities for students to discuss and respond orally to the reading			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	unit of the Student Edition adapts the product from the Writing Workshop from a written into an oral format. For examples, see Grade 6 , p. 146 Grade 7 , p. 338 Grade 8 , pp. 294, 440 Expressions The Speaking, Listening, and Viewing Workshops that follow each Writing Workshop in the Student and Teacher’s Editions adapt the product from the Writing Workshop from a written into an oral format. For examples, see Grade 6 , p. 122 (Informative	selections. Writing Link activities encourage students to compose text and orally share their compositions with classmates. Further support includes a variety of four-domain activities. For Student Edition examples, see Read and Write Student Edition On Level Grade 6 , pp. 162, 323 Grade 7 , pp. 80, 278 Grade 8 , pp. 246, 336 Approaching Grade 6 , pp. 157, 161			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Presentation) Grade 7 , p. 192, 330 (Response to Literature, Oral Report) Grade 8 , p. 270 (Persuasive Speech) The Writing and Oral Presentation pages in the Expressions Practice Book provide students with the opportunity to write about the material covered in each selection and then read aloud what they have written. For examples, see Grade 6 , pp. 48, 131, 145 Grade 7 , pp. 5, 19, 24 Grade 8 , pp. 59, 86, 93	Grade 7 , pp. 9, 20 Grade 8 , pp. 297, 218 The Read and Write for English Learners provides numerous other opportunities for students to discuss and respond orally to the reading selections. Writing Link activities further encourage students to compose text and orally share their compositions with their classmates. For examples, see Teacher Edition for Grade 6 , pp. 158–159, 161 Grade 7 , pp.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		11, 20 Grade 8 , pp. 310–311, 318 The Read and Write for Approaching-Level Students provides numerous other opportunities for students to discuss and respond orally to the reading selections. Writing Link activities further encourage students to compose text and orally share their compositions with their classmates. For examples, see Teacher Edition for Grade 6 , pp. 157, 161 Grade 7 , pp. 9, 20			

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Grade 8 , pp. 297, 218			
46. Instructional materials include direct, explicit, and systematic instruction and opportunities for student practice of the written and oral English language conventions, comprehension skills, and literary response and analysis at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> .	<p>Glencoe Literature: California Treasures Critical thinking questions and writing assignments throughout the Student Editions give students opportunities to practice literary response and analysis and the use of written and oral language conventions. For examples, see</p> <p>Grade 6, pp. 170, 186 Grade 7, pp. 103, 123, 159 Grade 8, pp. 293, 492, 545–546</p> <p>Expressions: The Writing and Speaking, Listening, and Viewing</p>	<p>Glencoe Literature: California Treasures Grammar Workshops in the Student Editions give students opportunities to practice the use of written and oral language conventions. For examples, see</p> <p>Grade 6, pp. 12, 189 Grade 7, pp. 36–37 Grade 8, pp. 133, 183–184, 525</p> <p>The Unit Teaching Resources allow students to practice literary response and</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Workshops within each reader are based on an analysis of the previously read selections. In addition, the Writing and Oral Presentation and Grammar and Usage Practice Book activities support students’ growing proficiency in writing strong sentences and paragraphs, and afford students an opportunity to present and listen to presentations.	analysis and the use of written and oral language conventions through black-line masters, including Selection Quick Check; Literary Element; Reading Strategy; Grammar Practice; Spelling Practice; Writing Workshop; and Listening, Speaking, and Viewing Workshop. The Read and Write includes opportunities for students to practice literary response and analysis and the use of written and oral language			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		conventions during and after reading. For Student Edition and Teacher Edition examples, see On Level Read and Write and Read and Write for Approaching - Level Students Grade 6 , pp. 104, 106, 278 Grade 7 , pp. 58, 152, 305 Grade 8 , pp. 38, 199, 317 Read and Write for English Learners Grade 6 , pp. 37, 105, 115 Grade 7 , pp. 52, 148, 242 Grade 8 , pp. 28, 140, 289 Expressions:			

Legend:

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Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Grade 6: TE/SE: pp. 47-51, 52 TE: pp. 12b, 12d EPB: pp. 4, 5, 7 Grade 7: TE/SE: pp. 57-61, 62 TE: pp. 12b, 12d EPB: pp. 3, 5 Grade 8: TE/SE: pp. 91-95, 96 TE: pp. 10b, 10c EPB: pp. 3, 4			
47. Instructional materials include direct, explicit, and systematic instruction, student practice, and application in identifying and using comprehension skills at the appropriate grade level as defined in the <i>English–Language Arts Content Standards</i> .	Glencoe Literature: California Treasures In the Student Editions , comprehension skills are taught before, called out during, and applied after selections. For examples, see Grade 6, pp.	The Unit Teaching Resources include Selection Quick Checks that allow students to answer comprehension questions about reading selections. For examples, see Grade 6, Unit			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	627–637 Grade 7 , pp. 537, 538, 541 Grade 8 , pp. 533–538 Expressions: Students have the opportunity to read comprehension questions throughout each lesson in the Student Edition and work with partners and small groups to answer them, as well as complete a comprehension graphic organizer in the Practice Book, and respond to teacher-directed oral comprehension questions throughout each book (see any Expressions TE).	1 , pp. 31–32 Grade 7, Unit 1 , pp. 31–32 Grade 8, Unit 1 , pp. 28–29 The Read and Write provides extra support for on-level readers, struggling (approaching level) readers, and English learners, including instruction and practice in comprehension skills. For Student Edition and Teacher Edition examples, see Grade 6 , pp. 191–200 Grade 7 , pp. 307–326 Grade 8 , pp. 145–154			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Expressions: Grade 6: TE/SE: pp. 4, 5, 6, 8, 10, 12 TE: pp. 5, 7, 12a EPB: p. 3 Grade 7: TE/SE: pp. 4, 6, 7, 9, 10, 12 TE: pp. 6, 9, 12a EPB: p. 2 Grade 8: TE/SE: pp. 4, 5, 6, 7, 8, 10 TE: pp. 7, 9, 10a EPB: p. 2			
48. Instructional materials include direct, explicit, and systematic instruction; student practice; and identification of the structural features of literature and expository materials and use of literary elements of text at the appropriate grade levels as defined in the <i>English–Language Arts Content Standards</i> .	Glencoe Literature: California Treasures Literary elements and structural features are introduced and explained throughout the Student Edition . For examples, see	Novel Companion addresses literary elements with all texts and text structures with many of the texts. For examples, see Grade 6 , pp. 68, 72–73, 77 Grade 7 , pp.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 6, pp. 211, 217 Grade 7, pp. 769, 785, 789, 792 Grade 8, pp. 14, 16, 28 (literary element: plot); 469, 472, 474 (text structure).</p> <p>Expressions: Literary elements and structural features are introduced and explained throughout the Student Edition. Students also have the opportunity to complete graphic organizers to aid their comprehension of literary elements presented in specific lessons in each book.</p>	<p>68, 70–71, 77, 93, 124, 133 Grade 8, pp. 671, 673, 688 (text structure)</p> <p>The Unit Teaching Resources provide guided practice to reinforce the Literary Elements presented in the student edition. For examples, see</p> <p>Grade 6, Unit 1, pp. 63, 76 Grade 7, Unit 1, pp. 26, 39 Grade 8, Unit 1, pp. 49, 70</p> <p>Read and Write provides extra support for on-level readers, struggling (approaching level) readers,</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		and English learners, including instruction and practice in identifying literary elements and text structures. For Student Edition and Teacher Edition examples, see Grade 6 , pp. 1–10, 75–86 Grade 7 , pp. 109–114, 197–210 Grade 8 , pp. 221–236, 269–292 Expressions: Grade 6: TE/SE: pp. 2, 14, 26, 35, 54 TE: pp. 5, 7, 10, 12, 104a, 128a, 146a, 152a EPB: pp. 45, 56, 67, 71			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Grade 7: TE/SE: pp. 2, 14, 26, 38, 50 TE: pp. 5, 7, 9, 11, 140a, 148a, 168a EPB: pp. 58, 63, 75 Grade 8: TE/SE: pp. 2, 12, 28, 38, 56 TE: pp. 4, 6, 8, 10, 36a, 54a, 80a EPB: pp. 11, 17, 27			
49. The program provides a consistent set of editing marks that are taught and used throughout the program.	Glencoe Literature: California Treasures A Proofreading Symbols chart is provided inside the back cover of each Student Edition . The writing process strategies transparencies in the California Writing	Glencoe Literature: California Treasures Writing Workshops at the end of each unit in the Student Editions consistently model editing marks in writing process instruction and encourage use of editing marks			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Resources provide a chart of editors’ and proofreaders’ marks and examples of how those marks are used.</p> <p>Expressions: A Proofreading Checklist and Proofreading Symbols chart is provided on a single page of the back-matter in each Student Edition and corresponding Teacher Edition page.</p>	<p>by students when editing drafts. For examples, see</p> <p>Grade 6, pp. 284–285 Grade 7, pp. 336–337 Grade 8, pp. 434–439</p> <p>Expressions: Grade 6: TE/SE: p. 353 Grade 7: TE/SE: p. 359 Grade 8: TE/SE: p. 349</p>			
50. The program provides opportunities for both full process writing assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.	<p>Glencoe Literature: California Treasures Student Editions include full process Writing Workshops and shorter on-demand writing assignments. For</p>	<p>Glencoe Literature: California Treasures Writing Resources are designed to be administered</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	examples, see Grade 6 , pp. 239, 280–285 Grade 7 , pp. 418, 508, 874–879 Grade 8 , pp. 509, 582–587 Expressions: Student Editions include full process Writing Workshops, while Practice Books provide shorter writing assignments.	within a limited time span. The Unit Teaching Resources include Writing Workshop activities that expand on the skills addressed in the Writing Workshops of the student edition. For examples, see Grade 6, Unit 1 , p. 185 Grade 7, Unit 1 , p. 189 Grade 8, Unit 1 , p. 159 Expressions: Grade 6: TE/SE: pp. 47-51, 117-121 TE: pp. 12d, 24d EPB: pp. 7, 12 Grade 7: TE/SE: pp. 57-61, 125-129			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		TE: pp. 12d, 24d EPB: pp. 5, 12 Grade 8: TE/SE: pp. 91-95, 115-119 TE: pp. 10c, 26c EPB: pp. 4, 10			
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.	Glencoe Literature: California Treasures Student Editions include frequent opportunities for writing. For examples, see Grade 6 , pp. 239, 280–285 Grade 7 , pp. 602, 624, 647 Grade 8 , pp. 509, 582–587 Teacher Editions include daily writing assignments with each selection. For examples, see	Glencoe Literature: California Treasures Novel Companion includes frequent opportunities for writing. For examples, see Grade 6 , pp. 42–46, 50 Grade 7 , pp. 64–66, 76–78 Grade 8 , pp. 108–110, 132–134, 138 Lesson Plans found in the Glencoe Literature:			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 6, p. 82 Grade 7, p. 24 Grade 8, pp. 68, 88</p> <p>Expressions: Teachers Editions include frequent opportunities for writing in response to comprehension questions throughout each lesson, as well as via Practice Book activities.</p>	<p>California Treasures Standards Roadmap and on TeacherWorks Plus also identify daily writing assignments.</p> <p>Expressions: Grade 6: TE/SE: pp. 47-51, 117-121 TE: pp. 8, 12a-d, 13, 18, 20, 24, 24a-d EPB: pp. 1-7, 9-12 Grade 7: TE/SE: pp. 57-61, 125-129 TE: pp. 6, 12a-d, 13, 18, 20, 22, 23, 24, 24a-d EPB: pp. 1-5, 6-10 Grade 8: TE/SE: pp. 91-95, 115-119 TE: pp. 5, 7, 10, 10a-c, 16,</p>			

2008 Reading/Language Arts Primary Adoption
 Optional Evaluation Criteria Map
 Program 2: Reading/Language Arts–English Language Development Basic Program, K-8
Legend:
 SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Program: **Expressions**
 Publisher: Glencoe/McGraw Hill
 Grade Level(s): 6-8

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		18, 20, 26, 26a-c EPB: pp. 1-4, 5-9			

Category 2: Program Organization

Sequential organization and a coherent instructional design of the reading/language arts program provide structure for what students should learn each year and allow teachers to teach the reading/language arts instruction efficiently and effectively. English learners, students with disabilities, students who use African American vernacular English, struggling readers, and other students at risk of not mastering grade-level academic content need to be clearly and directly taught. They need to be able to anticipate what comes next in the instructional sequence and what is expected of them so they can focus all their attention on learning the new academic content, skills, and strategies are presented in the lessons. The instructional design described below serves as the scaffold for students with diverse learning needs. All programs must include the following features:

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Scope and sequence align with English–language arts content standards and strands, although within each grade level the standards and the strands do not have to be addressed in a particular order.	<p>Glencoe Literature: California Treasures: Scope and sequence charts appear at the beginning of the Teacher Editions. For examples, see Grades 6, 7, 8, pp. T42–T45</p> <p>Expressions: Scope and sequence charts appear at the beginning of the Teacher Editions. For examples, see</p>	<p>Glencoe Literature: California Treasures: The Novel Companion program follows the skills taught within each unit in the Student Edition, teaching select skills in relation to novels and other longer works.</p> <p>Unit Teaching Resources books correspond to each unit of the</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grades 6, 7, 8, pp. T20–T31.</p> <p>Read and Write Teacher Editions include both a Scope and Sequence Chart and a Teaching the Standards Chart.</p>	<p>Student Edition and include selection-level and unit-level activities that reinforce skills taught in the Student Edition.</p> <p>Read and Write Teacher Editions provide extra support for on-level readers, struggling (approaching level) readers, and English learners. Each Teacher Edition includes both a Scope and Sequence Chart and a Correlations Chart. See Teacher Editions</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		On Level Grade 6 , pp. T8–T13 Grade 7 , pp. T8–T13 Grade 8 , pp. T8–T13 Approaching Grade 6 , pp. T10–T13, T17–T20 Grade 7 , pp. T10–T13, T17–T20 Grade 8 , pp. T10–T13, T17–T20 English Learners Grade 6 , pp. T10–T13, T19–T22 Grade 7 , pp. T10–T13, T19–T22 Grade 8 , pp. T10–T13, T19–T22			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
2. Internal structure of the program within a grade level and across grade levels is coherent and consistent in the design of weekly and daily lesson planners and in the teaching routines and procedures used in program components.	<p>Glencoe Literature: California Treasures: Skills Scope and Sequence charts precede every unit in Teacher Editions. For examples, see Grades 6, 7, 8, pp. 1A–1D</p> <p>Expressions: Scope and sequence charts appear at the beginning of the Teacher Editions. For examples, see Grades 6, 7, 8, pp. T20–T31.</p> <p>Glencoe Literature: California Treasures Standards Road Map</p>	<p>Glencoe Literature: California Treasures: The Novel Companion program mirrors the organization and instruction of the Student Edition, treating chapter sets as selections are treated in the Student Edition.</p> <p>Unit Teaching Resources books correspond to each unit of the Student Edition and include selection-level and unit-level activities that reinforce skills taught in the</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	includes unit-by-unit resource lists and pacing guides. The Standards Road Map also includes pacing charts and lesson plans for Expressions .	Student Edition. Glencoe Literature: California Treasures Standards Roadmap and TeacherWorks Plus provide teachers with coherent and consistent weekly and daily lesson plans and include point-of-use references to program components.			
3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.	Glencoe Literature: California Treasures Many lessons in the Student Editions address related standards	Glencoe Literature: California Treasures Many lessons in Read and Write address related standards			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	simultaneously. For examples, see Grade 6 , pp. 461–463 Grade 7 , pp. 243–246, 536–542 Grade 8 , pp. 135, 152, 185, 199	simultaneously. For examples, see Grade 6 , pp. 107–126 Grade 7 , pp. 101–108 Grade 8 , pp. 255–260			
4. The instructional design enhances student retention and generalization of what is learned.	Glencoe Literature: California Treasures Each Student Edition Each lesson teaches, reinforces, and assesses one or more reading skills/strategies and literary elements. Design features, such as color-coded heads, consistent highlighting, and graphic organizers help				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	students locate and retain information. For examples, see Grade 6 , pp. 361–373 Grade 7 , pp. 626–635 Grade 8 , pp. 517–519, 523–525				
5. Students are taught skills and strategies and then given activities to practice them, including opportunities to connect and apply those skills and strategies.	Glencoe Literature: California Treasures In the Student Editions , reading skills and strategies are taught before, called out during, and reviewed after reading the selections. For examples, see Grade 6 , pp. 494, 495, 500 (Analyze Voice)	Glencoe Literature: California Treasures Read and Write provides instruction in skills and strategies before reading, guided practice during reading, and review after reading. For Student Edition and Teacher Edition examples, see			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 7, pp. 113, 117, 120, 122 (Make Inferences About Characters)</p> <p>Grade 8, pp. 330, 332, 333, 335 (Draw Conclusions About Plot)</p>	<p>On Level and Approaching Grade 6, pp. 237, 239, 241, 245, 247, 251 (Summarize)</p> <p>Grade 7, pp. 23, 27, 30, 35, 39, 40, 43, 47 (Identify Sequence)</p> <p>Grade 8, pp. 175, 177, 178 (Paraphrase)</p> <p>English Learners Grade 6, pp. 236, 241, 245, 262 (Summarize)</p> <p>Grade 7, pp. 22, 27, 31, 35, 39, 43, 48 (Identify Sequence)</p> <p>Grade 8, pp. 174, 177, 178 (Paraphrase)</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Skill Level Up! A Skills-Based Language Arts Game provides additional interactive review, practice, and instruction for many key skills and strategies.			
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.	Glencoe Literature: California Treasures The Comparing Literature features; Writing Workshops; and Speaking, Listening, and Viewing Workshops in the Student Editions break down complex tasks in a logical progression. For examples, see	Glencoe Literature: California Treasures Respond Through Writing activities in the Student Editions walk students through the writing process, step by step, in a variety of genres. For examples, see			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Grade 6 , pp. 692–703, 704–711, 712 Grade 7 , pp. 150–153, 154–159, 160 Grade 8 , pp. 416–418, 433, 730–737, R13	Grade 6 , pp. 704–712 Grade 7 , pp. 154–160 Grade 8 , pp. 582–587 Read and Write breaks down complex tasks and teaches them in component parts. For examples see Grade 6 , pp. 53–62			
7. Materials are organized to provide cumulative or spiraled review of skills or both.	Glencoe Literature: California Treasures Scope and sequence charts in the Teacher Editions map the progression and review of skills and elements. For	Glencoe Literature: California Treasures The activities in the Unit Teaching Resources are presented at point of use, allowing students to			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	examples, see Grades 6, 7, 8 , pp. T42–T45 Two-page and three-page After You Read features in the Student Editions include Literary Element Reviews of content previously taught. For examples, see Grade 6 , pp. 42, 67, 226 Grade 7 , pp. 58, 383, 432 Grade 8 , pp. 388, 364, 401 Expressions: Scope and sequence charts appear at the beginning of the Teacher	practice and review the skills and strategies taught in the Student Edition. Spiral review activities appear in the bottom channel of the Teacher Editions . For examples, see Grade 6 , pp. 164, 650 Grade 7 , pp. 290, 864 Grade 8 , pp. 69, 540			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Editions. For examples, see Grades 6, 7, 8 , pp. T20–T31.				
8. Similar and confusing content and strategies are separated.	<p>Glencoe Literature: California Treasures Easily confused concepts are taught in separate lessons. For examples, see the Student Edition</p> <p>Grade 6, (text features) pp. 211, 217; (text structure) 512, 520 Grade 7, (make inferences) 113, 122; (draw conclusions) 178, 189 Grade 8, (analyze mood); 667–668</p>	<p>Glencoe Literature: California Treasures For further examples in the Student Edition, see</p> <p>Grade 6, (tone) 123, 134; (theme) 135, 139 Grade 7, (connect to personal experience) 19, 35; (activate prior knowledge) 211, 218 Grade 8, (summarize) 101, 106; (paraphrase) 231, 240</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	(analyze tone) Expressions: Easily confused concepts are taught in separate lessons.				
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections through direct instruction.	Glencoe Literature: California Treasures and Expressions: The Before You Read feature in the Student Editions helps students connect to the subject of the reading selections and focus on a literary element and/or reading strategy. Glencoe Literature: California Treasures	The Novel Companion program follows the skills taught within each unit of the Student Edition, teaching select skills in relation to novels and other longer works. Literature Launchers Pre-Reading Videos help students activate prior knowledge and build background for			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	examples, see Grade 6 , pp. 198–199, 626–627 Grade 7 , pp. 134–135, 210–211 Grade 8 , pp. 178–179, 476–477	key selections.			
10. Instructional materials include directions for: a. Direct teaching b. Teacher modeling and demonstration c. Guided and independent practice and application with corrective feedback during all phases of instruction and practice d. Appropriate pacing of lessons e. Preteaching and reteaching as needed	Glencoe Literature: California Treasures Teacher Editions provide numerous opportunities for direct teaching, modeling, pacing, preteaching, and reteaching. For examples, see Grade 6 , pp. 93, 95, 97 Grade 7 , pp.	Glencoe Literature: California Treasures Standards Road Map includes unit-by-unit lesson plans, resource lists, and pacing guides (Expressions included). Read and Write Teacher Editions provide			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	61–62, 103 Grade 8 , pp. 53, 56, 62 Expressions: Direct Instruction and Teacher modeling suggestions are provided throughout each lesson in the wrap of the Teacher’s Editions . Additional Direct Instruction for the Expressions Practice Book page is provided in the Expressions Teacher’s Editions on the a–e pages that follow the selection.	numerous opportunities for direct teaching, modeling, pacing, preteaching, and reteaching. For examples, see Grade 6 , pp. 53–62 Grade 7 , pp. 101–108 Grade 8 , pp. 59–82 TeacherWorks Plus provides lesson plans/resource lists that are assigned to 180 days of instruction according to the pacing guides.			
11. Instructional materials include adequate practice and review (distributed review, cumulative review, and	Glencoe Literature:	Glencoe Literature:			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
varied review).	<p>California Treasures The Student Editions feature varied review questions and activities throughout the units in the After You Read features, Unit Challenges, and end-of-unit assessments. For examples, see</p> <p>Grade 6, pp. 342–343, 433, 716–721 Grade 7, pp. 34–35, 139, 750–755 Grade 8, pp. 197–198, 295, 298–303</p>	<p>California Treasures The activities in the Unit Teaching Resources are presented at point of use, allowing students to practice and review the skills and strategies taught in the Student Edition.</p>			
12. A list of the grade-level standards is provided in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.	<p>Glencoe Literature: California Treasures Correlations to</p>	<p>Glencoe Literature: California Treasures Language and</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>each grade level of the <i>English–Language Arts Standards for California Public Schools</i> appear in the front matter of the Teacher Editions. For examples, see Grades 6, 7, 8, p. T50</p> <p>Grade-level standards in the Student Editions are listed at the beginning of each lesson or workshop. For examples, see Grade 6, pp. 82, 103 Grade 7, pp. 73, 401 Grade 8, pp.</p>	<p>terminology from the standards and the <i>Framework</i> have been incorporated into the teaching in both the Student Edition and Teacher Edition, in order to help students and teachers connect lessons to grade-level content standards.</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	107, 135 Expressions: Correlations to each grade level of the <i>English–Language Arts Content Standards for California Public Schools</i> appear in the California Treasures Standards Road Map . Correlations to the <i>English–Language Arts Content Standards</i> and the <i>English Language Development Standards</i> appear on the Correlation CD and in print form.				

Category 3: Assessment

The basic programs must provide the following features:

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Guidance on the purpose, administration, scoring, and interpretation of assessments includes: <ol style="list-style-type: none"> Progress monitoring (curriculum-embedded, criterion-referenced to lessons) Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester) Diagnostic screening (usually norm-referenced) for specific technical skills of reading and language arts 	Glencoe Literature: California Treasures: Diagnostic Assessment (containing Phonics, Phonemic Awareness, Letter Recognition, Fluency, Leveled Passage Comprehension, Spelling, and Vocabulary tests) contains information regarding what is on each test, its purpose, how and when to administer, how to score, and what to do with the scores. In addition to these print resources, electronic	Expressions: Progress Monitoring For a brief overview of the progress monitoring assessments, see page T49 in any Expressions TE .			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>assessment resources, such as ExamView (which allows teachers to create assessments from an item bank) and Progress Reporter which allows students to take assessments online and teachers to record scores and receive analyses, such as next steps information and reports by skill and student, are available.</p> <p>Each California Standards Practice book provides guidance on the purpose, administration, scoring, and interpretation of</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>the progress-monitoring and summative assessments contained within the book. For example: Grade 6 ATE, p. iv Grade 7 ATE, p. iv Grade 8 ATE, p. iv</p> <p>Expressions: Each Expressions: Progress Monitoring book contains six periodic assessments for evaluating students’ comprehension of previously taught skills, including listening and reading comprehension, phonics and word recognition, word study,</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	grammar and spelling, vocabulary, oral reading fluency, and writing, to be administered after the completion of a group of lessons. See pages v-vi in each book for guidance on the purpose, administration, scoring, and interpretation of the progress-monitoring assessments.				
<p>2. Teacher editions and student materials provide the following assessments:</p> <p>a. Progress-monitoring assessments (curriculum-embedded, criterion-referenced to lessons) to measure instructional effectiveness and monitor student progress, at a minimum of every six to eight weeks (See the progress-monitoring assessment schedules in Chapter 6 for details.)</p> <p>b. Summative assessments (curriculum-embedded, criterion-referenced to lessons at trimester or semester intervals) as required in each type of program</p> <p>c. Diagnostic screening assessments (usually</p>	<p>Glencoe Literature: California Treasures: Each California Standards Practice book provides six tests to monitor progress based on the standards covered in each of the six units of Glencoe</p>	<p>Glencoe Literature: California Treasures: Additional unit tests appear at the end of each unit in Glencoe Literature textbooks. These practice tests cover standards taught in the</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>norm-referenced) in the six technical skill areas for use with selected students in addressing instructional needs (The diagnostic screening assessments either are listed as recommended or are provided under licensed agreements with the test publisher[s].)</p> <p>Criterion #3 applies to intervention programs.</p>	<p>Literature: California Treasures. The third and the sixth tests also serve as semester tests and therefore cover content taught in previous units for a cumulative assessment of student progress.</p> <p>The Item Analysis Chart shows the alignment of the test items to the California standards and the lessons in each unit of Glencoe Literature: California Treasures. For examples, see Grade 6 ATE, pp. T1-T12 Grade 7 ATE,</p>	<p>corresponding unit. For examples, see Grade 6, pp. 150–155 Grade 7, pp. 164–169 Grade 8, pp. 138–143</p> <p>StudentWorks Plus and the Online Student Edition provide interactive versions of the tests found in the Student Edition.</p> <p>Progress Reporter Online Assessment and ExamView Assessment Suite include diagnostic, progress-monitoring, and summative assessments. Reports, based</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	pp. T1-T15 Grade 8 ATE , pp. T1-T19 The Progress-Monitoring Assessment Schedule shows the alignment of the test items with California’s recommended testing schedule. For examples, see Grade 6 ATE , pp. T24-T31 Grade 7 ATE , pp. T16-T23 Grade 8 ATE , pp. T20-T27 The Diagnostic Assessment book contains the diagnostic and screening assessments in the six technical areas or phonics, phonemic awareness, comprehension,	on student performance and mastery of the standards, provide teaching, reteaching, or extension options to the teacher and can be automatically provided to the student. Expressions: Progress Monitoring See the following books for progress monitoring assessments: Grade 6: Progress Monitoring, Course 1 Grade 7: Progress Monitoring, Course 2 Grade 8: Progress Monitoring,			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	vocabulary, and fluency. Assessments are also provided for spelling and writing. Most of these assessments are norm-referenced, many created by program authors such as the Quick Phonics Survey by Jan Hasbrouck (who is also the creator of the national fluency norms) and the Qualitative Spelling Analysis by Donald Bear. These assessments provide information regarding specific instructional needs and also assist teachers in monitoring progress (e.g., Fluency	Course 3			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Assessments, which are given multiple times throughout the year).</p> <p>Expressions: Each Expressions: Progress Monitoring book provides six tests to monitor progress based on the standards covered in each of the lessons in the Expressions SE.</p>				
<p>4. Progress-monitoring assessments (curriculum-embedded, criterion-referenced) are designed to inform teachers of the effectiveness of instruction and of student progress. Progress-monitoring assessments are based on content taught in the unit or theme and, when appropriate, previously taught skills and strategies. (See the progress-monitoring assessment schedules in Chapter 6 for details.)</p>	<p>Glencoe Literature: California Treasures: The Item Analysis Chart shows the alignment of the test items to the California standards and the lessons in each unit of Glencoe</p>	<p>Glencoe Literature: California Treasures: Progress Reporter Online Assessment and ExamView Assessment Suite include progress-monitoring assessments.</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Literature: California Treasures. For examples, see</p> <p>Grade 6 ATE, pp. T1-T12 Grade 7 ATE, pp. T1-T15 Grade 8 ATE, pp. T1-T19</p> <p>The Progress-Monitoring Assessment Schedule shows the alignment of the test items with California’s recommended testing schedule. For examples, see</p> <p>Grade 6 ATE, pp. T24-T31 Grade 7 ATE, pp. T16-T23 Grade 8 ATE, pp. T20-T27</p> <p>Standards-based Reteach Lessons provide</p>	<p>Each item is aligned with California standards. Teachers can view student performance and mastery of each standard through a variety of available reporting options. Based on student performance and mastery of the standards for each progress-monitoring assessment, Progress Reporter automatically provides reteaching or extension assignments to the student and affiliated reports to the teacher.</p> <p>Expressions:</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	reteaching for students who have not demonstrated mastery. For examples, see Grade 6 , pp. 149–253 Grade 7 , pp. 159–301 Grade 8 , pp. 151–306 Expressions: Progress Monitoring Each grade contains a Progress Monitoring assessment book containing tests covering the key skills taught throughout a six-week block of lessons.	Progress Monitoring See the following books: Grade 6: Progress Monitoring, Course 1 Grade 7: Progress Monitoring, Course 2 Grade 8: Progress Monitoring, Course 3			
5. The progress-monitoring assessments must include subtests of a minimum of ten items, including: a. Kindergarten–Phoneme awareness (which includes phoneme deletion and substitution and	Glencoe Literature: California Treasures: Oral reading	Glencoe Literature: California Treasures: The additional			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>phoneme segmentation), beginning phonics, rapid letter and word naming, upper- and lowercase letter naming, rhyming, matching consonants and sounds, matching short vowel and sounds, high-frequency word reading, and consonant-vowel-consonant (CVC) words</p> <p>b. Grade one–Phonics and word reading, oral reading fluency (starting in the 18th week of instruction and measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p> <p>c. Grades two through six–Oral reading fluency (measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p> <p>d. Grades seven through eight–Oral reading fluency (only as needed, measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing</p>	<p>fluency is covered in Oral Reading Fluency Practice and Assessment.</p> <p>The remaining test categories are covered in California Standards Practice.</p> <p><i>Reading Comprehension:</i> The Reading/Literature test for each unit contains 25 items. For examples, see</p> <p>Grade 6, pp. 2–13 Grade 7, pp. 2–12 Grade 8, pp. 2–14</p> <p><i>Vocabulary:</i> The Vocabulary test for each unit contains 10</p>	<p>unit tests in Glencoe Literature textbooks cover reading comprehension, vocabulary, spelling, usage/conventions, and writing applications. For examples, see</p> <p>Grade 6, pp. 436–441 Grade 7, pp. 458–463 Grade 8, pp. 444–449</p> <p>Glencoe Literature: California Treasures also contains a Writing Workshop at the end of each unit. Written products produced in those workshops may</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	items. For examples, see Grade 6 , pp. 14–16 Grade 7 , pp. 13–15 Grade 8 , pp. 15–16 <i>Spelling:</i> The Spelling test for each unit contains 10 items. For examples, see Grade 6 , pp. 17–18 Grade 7 , pp. 16–17 Grade 8 , pp. 17–18 <i>Usage/Conventions:</i> The multiple-choice writing test for each unit contains 20 items. For examples, see Grade 6 , pp. 19–	be used by the teacher to determine student progress toward mastery of standards. For examples, see Grade 6 , pp. 566–571 Grade 7 , pp. 448–453 Grade 8 , pp. 880–885 Expressions: Progress Monitoring See the following books: Grade 6: Progress Monitoring, Course 1 Grade 7: Progress Monitoring, Course 2 Grade 8: Progress Monitoring, Course 3			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	24 Grade 7 , pp. 18–23 Grade 8 , pp. 19–24 <i>Writing:</i> Writing prompts are provided in every grade level. For examples, see Grade 6 , pp. 73–74 Grade 7 , p. 24 Grade 8 , pp. 77–78				
6. Summative assessments (once a year for kindergarten and grade one and twice a year for grades two through eight) must be designed to measure whether students have mastered the previously taught content related to the following strands of the English–language arts content standards. The summative assessments must include subtests of a minimum of ten items for the appropriate grade-level strands: d. Word analysis, fluency, and systematic vocabulary development e. Reading comprehension f. Literary response and analysis g. Writing strategies	Glencoe Literature: California Treasures: Standards Practice book contains two semester tests, covering categories a–f. <i>Vocabulary:</i> The Vocabulary test for each semester	Glencoe Literature: California Treasures: Progress Reporter Online Assessment and ExamView Assessment Suite include summative assessments. Each item is aligned with California			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
h. Writing application i. Written and oral language conventions	<p>contains 10 items. For examples, see</p> <p>Grade 6, pp. 62–64, 137–138 Grade 7, pp. 67–68, 148–149 Grade 8, pp. 66–68, 139–140</p> <p><i>Comprehension:</i> The Reading/Literature test for each semester contains 25 items. For examples, see</p> <p>Grade 6, pp. 50–61, 122–136 Grade 7, pp. 54–66, 136–147 Grade 8, pp. 54–65, 126–138</p> <p><i>Literary Study:</i> The Reading/Literature test for each semester contains 25 items. For examples, see</p>	<p>standards. Teachers can view student performance and mastery of each standard through a variety of available reporting options. Reports based on student performance and mastery of the standards provide teaching, reteaching, or extension options to the teacher and can be automatically provided to the student.</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 6, pp. 50–61, 122–136 Grade 7, pp. 54–66, 136–147 Grade 8, pp. 54–65, 126–138</p> <p><i>Writing Strategies/Conventions:</i> The multiple-choice writing test for each semester contains 20 items (10 items for strategies and 10 items for conventions). For examples, see</p> <p>Grade 6, pp. 67–72, 141–146 Grade 7, pp. 71–76, 152–157 Grade 8, pp. 71–76, 143–148</p> <p><i>Writing Application:</i> Writing prompts are provided for each semester</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	test. For examples, see Grade 6 , pp. 73–74, 147–148 Grade 7 , pp. 77–78, 158 Grade 8 , pp. 77–78, 149–150				
7. Diagnostic screening assessments must be designed to identify student instructional needs and inform instruction in the technical skill areas listed below. In most cases these assessments should be normed for age-based or grade-level-based performance. These assessments must be appropriate for use with an individual or small group. The content of the diagnostic screening assessments include: a. Phonemic awareness b. Phonics and decoding c. Oral reading fluency d. Spelling e. Vocabulary f. Reading comprehension	Glencoe Literature: California Treasures: The Diagnostic Assessment book (K-8) contains all the assessments needed to screen students and identify instructional needs in the following areas: phonemic awareness (e.g., Phonological Awareness Screening Test), phonics and decoding (e.g., Quick Phonics Survey), oral	Glencoe Literature: California Treasures: Progress Reporter Online Assessment and ExamView Assessment Suite include diagnostic assessments. Each item is aligned with California standards. Teachers can view student performance and mastery of each standard by class or by student in order			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	reading fluency (e.g., Fluency Passages with national norms), spelling e.g., (“Words Their Way” Qualitative Spelling Inventory), vocabulary (e.g., Critchlow Verbal Language Scales), reading comprehension (e.g., McLeod Assessment of Reading Comprehension).	to identify instructional needs. Teachers are also provided with references to the lesson plans that address standards that have yet to be mastered by the class or student.			
8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.	N/A Addressed in K–6 document				
9. The reading intervention kit for grades one through three includes: a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical skill areas b. Progress-monitoring assessments for every ten lessons Criteria statements 10-14 apply to intervention programs.	N/A Addressed in K–6 document				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>The English-language development instruction, kindergarten through grade eight must provide these features:</p> <p>15. Progress-monitoring assessments for English-language development instruction in Programs 2 and 3 must be designed to provide teachers with information on instructional effectiveness and to monitor student progress at the end of each unit or theme or set of lessons every six to eight weeks. Progress-monitoring assessments are based on content taught in the unit or theme or set of lessons and, when appropriate, previously taught skills and strategies.</p>	<p>Expressions: Progress Monitoring Progress-monitoring assessments are provided at the end of each six-week block of lessons (see the Expressions: Progress Monitoring periodic assessment books).</p>	<p>Expressions: Progress Monitoring See the Expressions: Progress Monitoring periodic assessment book Table of Contents for each grade for teacher instruction.</p>			
<p>16. Progress-monitoring assessments for English-language development instruction measure progress in reading, writing, listening, and speaking in English as described in Appendix 9-A, Matrix 3, “English-Language Development Instruction, Kindergarten Through Grade Eight.”</p>	<p>Expressions: Progress Monitoring The Progress-monitoring assessment for each six-week block of lessons includes sections that measure Listening and Reading Comprehension, Phonics and Word Recognition, Word Study, Grammar and</p>	<p>Expressions: Progress Monitoring See the Expressions: Progress Monitoring periodic assessment book Table of Contents for each grade.</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Spelling, Vocabulary, Oral Reading Fluency, and Writing. Students’ speaking skills are also periodically assessed in the Expressions TE. See the Scope and Sequence chart and the Table of Contents in each book for Monitoring Progress: Oral Assessment pages and Reading Fluency Practice pages.				
17. The progress-monitoring assessments must include a minimum of five subtests, each subtest having a minimum of ten items that are aligned with structured lessons focused on the following reading/language arts skills: a. Phonemic awareness and phonics b. Oral reading fluency c. Word recognition and spelling d. Vocabulary and morphology	Expressions: Progress Monitoring The progress-monitoring assessments include the required minimum of subtests and items	Expressions: Progress Monitoring See the Expressions: Progress Monitoring periodic assessment book Table of Contents for			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
e. Grammar and usage f. Sentence structure aligned with narratives, reading passages, and writing assignments g. Listening and reading comprehension h. Writing	established in the criteria. See the Expressions: Progress Monitoring periodic assessment book at each grade for details.	each grade.			

Category 4: Universal Access

The goal of reading/language arts programs in California is to ensure universal access to high-quality curriculum and instruction for all students so they can meet or exceed the state’s English–language arts content standards. To reach that goal instructional materials must provide teachers with the necessary content and pedagogical tools to teach all students to master the English–language arts content standards. The following design principles are guidelines for publishers to use in creating materials that allow access for all students, including English learners, students with disabilities, struggling readers, and students who use African American vernacular English, to ensure they master the English–language arts content standards.

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>Universal Access Design Principles All programs must include the following features: 1. Instructional materials incorporate:</p> <ul style="list-style-type: none"> a. Optimal opportunities for teachers to scaffold instruction and check for understanding b. Guidance on the use of preteach, reteach, review, and an accelerated pace of program options c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate d. Ample background information on key skills and concepts e. Sufficient practice for all skills and strategies taught, with additional practice for those who require it f. Corrective feedback during all phases of instruction, practice, and application g. Emphasis on ample opportunities for the practice and use of vocabulary words to support vocabulary acquisition and language development h. Assistance with organizing and sorting words and 	<p>Glencoe Literature: California Treasures: The Glencoe Literature: California Treasures Standards Road Map provides teachers with an overview of Universal Access, pacing charts, and lesson plans.</p>	<p>Glencoe Literature: California Treasures: Read and Write provides extra support of key background information for selections, skills, and concepts, including vocabulary, literary elements, and reading skills and strategies before, during, and after reading. Read and Write for English Learners also provides</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
concepts to support vocabulary acquisition and language development		scaffolded before-, during-, and after-reading activities for beginning/early intermediate, intermediate, and early advanced readers and ample opportunities for teachers to check for understanding, including Comprehension Check and To Sum Up activities and Differentiated Instruction notes. For Student Edition and Teacher Edition examples, see Grade 6 , pp. 1–10 Grade 7 , pp. 1–20			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		<p>Grade 8, pp. 1–20</p> <p>TeacherWorks Plus provides lesson plans/resource lists that identify specific components or resources for universal access to instruction.</p> <p>Literature Launchers: Pre-Reading Videos help students activate prior knowledge and build background for key selections.</p>			
<p><i>All programs should include the following features:</i></p> <p><i>2. Instructional materials use “considerate text” design principles that are consistent by grade and across grade levels:</i></p> <ul style="list-style-type: none"> <i>a. Adequate titles for each selection</i> <i>b. Introductory subheadings for chapter sections</i> <i>c. Introductory paragraphs</i> 	<p>Glencoe Literature: California Treasures: Student Editions and Teacher</p> <p>Each lesson in the</p>	<p>Glencoe Literature: California Treasures: Unit Teaching Resources</p> <p>include summaries in multiple</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>d. <i>Concluding or summary paragraphs</i></p> <p>e. <i>Complete paragraphs including clear topic sentence, relevant support, and transitional words and expressions (e.g., furthermore, similarly)</i></p> <p>f. <i>Effective use of typographical aids (e.g., boldface print, italics)</i></p> <p>g. <i>Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps</i></p> <p>h. <i>Manageable, not overwhelming, visual and print stimuli</i></p> <p>i. <i>Identification and highlighting of important terms</i></p> <p>j. <i>List of reading objectives or focus questions at the beginning of each reading selection</i></p> <p>k. <i>List of follow-up comprehension and application questions</i></p>	<p>Editions uses considerate text design principles, including titling, subheads, introductions, conclusions, complete paragraphs, typographical and visual aids, highlighted text, identification of standards to be addressed, and follow-up questions. For examples, see</p> <p>Grade 6, pp. 524–535 Grade 7, pp. 374–383 Grade 8, pp. 165–177</p>	<p>languages for the reading selections in the Student Edition. For examples, see</p> <p>Grade 6, Unit 1, pp. 20–25 Grade 7, Unit 1, pp. 33–38 Grade 8, Unit 1, pp. 30–35</p> <p>All grade levels and versions of Read and Write use “considerate text” design elements as well as a consistent design across Before You Read pages, during reading pages, and After You Read pages and activities. For examples, see</p> <p>Grade 6, pp.</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		63–74 Grade 7 , pp. 1–20 Grade 8 , pp. 83–98 StudentWorks Plus and Online Student Edition selection text is automatically highlighted as audio plays back.			
Design Principles for Means of Expression All programs must include: 3. An explanation in the teacher edition that there are a variety of ways for students with special instructional needs to use the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). The teacher edition may suggest modifications so that students have access to the materials and can demonstrate their competence. Examples of such modifications might be (but are not limited to) student use of computers to complete pencil and paper tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.		Glencoe Literature: California Treasures: Glencoe Literature: California Treasures Standards Road Map provides teachers with an overview of Universal Access, pacing charts, and lesson plans.			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>Design Principles for Advanced Learners Basic and primary language programs must include the following features:</p> <p>4. Teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments that are consistent with the guidance described in the “Universal Access” sections of each grade level in Chapters 3 and 4.</p>	<p>Glencoe Literature: California Treasures: The Teacher Editions have activities for advanced learners. For examples, see</p> <p>Grade 6, pp. 85, 107 Grade 7, pp. 611, 619 Grade 8, pp. 61, 89</p>	<p>Glencoe Literature: California Treasures: Novel Companion targets advanced students, offering them opportunities to apply skills learned in the Student Edition to longer and more complex works of literature.</p> <p>Lesson plans in Glencoe Literature: California Treasures Standards Roadmap include references to resources for Advanced Learners.</p>			
<p>5. Materials provide suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent</p>	<p>Glencoe Literature: California</p>	<p>Glencoe Literature: California</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
reading.	<p>Treasures: Bottom channel activities in the Teacher Editions prompt students to further research books and authors related to the unit’s Big Question, or theme. For examples, see</p> <p>Grade 6, pp. 148–149 Grade 7, pp. 588–589 Grade 8, pp. 740–741</p>	<p>Treasures: Novel Companion allows more in-depth study of authors, themes, and concepts by application to longer and more complex works of literature.</p> <p>Student Edition provides links to Literature Online activities and resources (e.g. Author Search).</p>			
6. Materials remind teacher to set high expectations for all students and inform teachers of the connections of skill development and concepts to higher grade levels.		<p>Glencoe Literature: California Treasures: Skill Level Up! A Skills-Based Language Arts Game provides students</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		performing at mastery level or above with the opportunity to practice the skill or strategy at the next grade level. Progress Reporter Online Assessment provides possible extension activities to students performing at mastery level or above.			

Category 5: Instructional Planning and Support
 Teacher Editions must include the following features:

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Instructional routines and procedures are based on current and confirmed research, as defined in <i>Education Code</i> Section 44757.5(j).	Research white papers cite current and confirmed research used in developing Glencoe Literature: California Treasures .	Glencoe Literature: California Treasures Standards Road Map includes research white papers that cite current and confirmed research.			
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.	The Glencoe Literature: California Treasures Standards Road Map provides teachers with unit-by-unit pacing guides, resource lists, lesson plans, universal access plans, and reteaching lessons that cover all the California content standards. Pacing charts and lesson plans for Expressions are	The Glencoe Literature: California Treasures TeacherWorksPlus CD-ROM and Classroom Presentation Toolkit CD-ROM or DVD-ROM help teachers plan and manage lessons and activities. The front matter of the Read and Write Teacher Editions contains support regarding use of the Student Edition and			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>also included in the California Treasures Standards Road Map</p> <p>An overview of the skills Scope and Sequence of the course is included in the front matter of the Teacher Editions. Interleaf pages before each unit display the skills Scope and Sequence of the unit. For examples, see</p> <p>Grades 6, 7, 8, pp. T42–T45, 1A–1D</p>	<p>the Teacher Edition. The Teacher Editions also contain Scope and Sequences and Teaching the Standards charts. For examples, see</p> <p>English Learners, pp. T6–T28 Approaching, pp. T6–T26 On Level, pp. T6–T18</p>			
<p>3. Instructional materials include a teacher planning and pacing guide for 180 days of instruction that describes how to use all program components, the relationships between the components and parts of the lesson, and the minimum daily time requirements.</p>	<p>Standards Road Map includes pacing guides and a list of program components for Expressions and Glencoe Literature: California Treasures.</p>	<p>Standards Road Map includes unit-by-unit resource lists and pacing guides.</p> <p>Read and Write is comprised of literary and informational selections from the</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>The Glencoe Literature: California Treasures The front matter of the Teacher Editions contains a Walk-Through that identifies the textbook’s structure and a Classroom Resources section that provides an overview of all the print and media program resources. The beginning of each unit contains a Unit Resources list of the resources teachers will need to teach selections in the unit. For examples, see Grades 6, 7, 8, pp. T56–T63, T80–T87, 1</p>	<p><i>Glencoe Literature Essential Course of Study</i> that focuses on standards tested on the California Standards Test. The front matter of the Read and Write Teacher Editions contains Scope and Sequences and Teaching the Standards charts, complete with pacing guides. For examples, see English Learners, Grades 6, 7, 8, pp. T10–T13, T19–T22 Approaching, Grades 6, 7, 8, pp. T10–T13, T17–T20 On Level, Grades 6, 7, 8, pp. T6–T18</p> <p>TeacherWorks Plus includes lesson plans/resource lists that provide guidance for using program</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		components and are paced for 180 days of instruction.			
4. The teacher edition provides guidance on what to teach, how to teach the material, and when to teach it.	<p>The Glencoe Literature: California Treasures Teacher Editions The wrap copy of the Teacher Editions explains how to teach the skills and selections. For examples, see</p> <p>Grade 6, pp. 2, 11–15, 38, 58 Grade 7, pp. 10–16, 178–187 Grade 8, pp. 40–45</p> <p>In the Read and Write Teacher Editions for English Learners and Approaching level readers, the wrap copy provides at point of use suggestions and models for teaching the skills and selections. For examples, see</p>	<p>The Glencoe Literature: California Treasures Standards Road Map has Lesson Plans that guide the teacher on what to teach and when.</p> <p>TeacherWorks Plus includes lesson plans/resource lists provide guidance for using program components and are paced for 180 days of instruction.</p> <p>Organized by lesson plan, Classroom Presentation Toolkit presents activities and content from the California Treasures Student and Teacher Editions,</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 6, pp. 107–125 Grade 7, pp. 175–180 Grade 8, pp. 47–56</p> <p>Expressions: The wrap copy of the Teacher Editions explains how to teach the skills and selections.</p>	<p>Teaching Transparencies and other multimedia resources via PowerPoint presentations.</p>			
<p>5. The teacher edition provides guidance in the daily lesson on appropriate opportunities for checking for understanding.</p>	<p>The Glencoe Literature: California Treasures All Student Edition questions are answered in the Teacher Edition. For examples, see</p> <p>Grade 6, pp. 78–79, 80 Grade 7, pp. 17, 188–189 Grade 8, pp. 28, 34, 81</p> <p>The wrap copy of Read and Write Teacher Editions</p>	<p>The Glencoe Literature: California Treasures Each selection in Unit Teaching Resources contains a reference to the Selection Quick Check and the Selection Test. For examples, see</p> <p>Grades 6, 7, 8, Unit 1, pp. 39–42</p> <p>The Progress Check refers teachers to Glencoe Interactive Vocabulary CD</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>for English Learners and Approaching level readers contain suggestions and modeling for monitoring students’ understanding. For examples, see</p> <p>Grade 6, pp. 107–125 Grade 7, pp. 175–180 Grade 8, pp. 47–56 Expressions: The wrap copy of the Teacher Editions explains how to teach the skills and selections.</p>	<p>ROM or Grammar Practice at glencoe.com. For examples, see</p> <p>Grade 6, pp. 22, 42, 61, 121 Grade 7, pp. 34, 58, 208 Grade 8, pp. 28, 34, 81</p>			
6. Lesson plans and the relationships of parts of the lesson and program components are clear.	<p>Standards Road Map Lesson Plans outline lessons and list ancillaries and associated California standards (Expressions included).</p> <p>The Glencoe Literature:</p>	<p>Teachers can also access this information via the Online TE or TeacherWorks Plus, enabling them to add information to the planner or to make changes. It also provides teachers easy access to this</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>California Treasures In Teachers Editions, headings clearly show what is being covered: Before You Read, After You Read, Focus, Teach, and Assess. Color coding and brackets relate Student Edition questions to Teacher Edition answers. There are references to ancillaries at point of use. Grade 6, pp. 2–8, 11–13, 36–37, 46–51 Grade 7, pp. 61–69, 195–201 Grade 8, pp. 18–19, 30–34</p>	<p>information from home. For examples, see Grades 6, 7, 8, pp.T58–T63</p>			
7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.	<p>The Glencoe Literature: California Treasures In the Teacher Editions, Unit</p>	<p>The Glencoe Literature: California Treasures Literary Elements and Reading Skills</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Objectives and applicable California standards are listed at the beginning of each unit. For examples, see</p> <p>Grade 6, pp 0, 156 Grade 7, pp. 0, 170 Grade 8, pp. 0, 144</p> <p>All Read and Write Student Editions and the Teacher Editions for English Learners and Approaching level readers clearly identify the content standards and explicitly present the skills and strategies that are the focus of each lesson. For examples, see</p> <p>Grade 6, pp. 135–137 Grade 7, pp. 61–63 Grade 8, pp. 57–59</p> <p>All Read and Write Teacher Editions</p>	<p>or Strategies are explained at the beginning of each selection. California standards are listed at point of use in both Student and Teacher Editions. For examples, see</p> <p>Grade 6, pp. 11, 23, 68 Grade 7, pp. 10, 12, 14 Grade 8, pp. 3, 7, 166, 179</p> <p>Classroom Presentation Toolkit includes slides for each lesson that clearly show the instructional objective/standard covered.</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>provide Scope and Sequences and Teaching the Standards charts that identify the focused skills, strategies, and content standards of each lesson. For examples, see</p> <p>Grades 6, 7, 8 English Learners, pp. T10–T13, T19–T22 Approaching, pp. T10–T13, T17–T20 On Level, pp. T6–T18</p> <p>All Expressions Student Editions and the Teacher Editions clearly identify the content standards and explicitly present the skills and strategies that are the focus of each lesson. See “Lesson at a Glance” in each lesson.</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Expressions: Grade 6 SE/TE: pp. 2, 14, 26, 36, 54 TE: pp. 1, 13, 25, 35, 53 Grade 7 SE/TE: pp. 2, 14, 26, 40, 50 TE: pp. 1, 13, 25, 39, 49 Grade 8 SE/TE: pp. 2, 12, 28, 38, 56 TE: pp. 1, 11, 27, 37, 55</p>				
8. A list of required materials is provided for each lesson.	<p>The Glencoe Literature: California Treasures In Teacher Editions, Unit Resources are listed in the unit opener and at point of use in the lesson. Grade 6, pp. 140, 149, 155 Grade 7, pp. 8, 171, 179</p>	<p>The Glencoe Literature: California Treasures All Read and Write Teacher Editions for English Learners and Approaching level readers contain Lesson at a Glance features that identify the required materials for each lesson. For</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 8, pp. 13, 15, 145</p> <p>Expressions: All Expressions Student Editions and the Teacher Editions clearly identify the content standards and explicitly present the skills and strategies that are the focus of each lesson. See “Lesson at a Glance” in each lesson.</p>	<p>examples, see</p> <p>Grade 6, pp. 169, 301 Grade 7, pp. 115, 153 Grade 8, 41, 293</p>			
<p>9. Terms from the <i>English–Language Arts Content Standards</i> are used appropriately in all guidance for teachers.</p>	<p>The Glencoe Literature: California Treasures and Expressions: English-Language Arts Content Standards terms are used appropriately throughout the The Glencoe Literature: California Treasures Student and Teacher Editions. For</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	examples, see Grade 6 , pp. 11, 29, 44–45 Grade 7 , pp. 174, 220–221, 230 Grade 8 , pp. 3, 177, 283, 291, 307				
10. The program includes suggestions for parents or caregivers on how to support student achievement. The suggestions should be designed so that families receive specific information and support for extending their children’s learning at home. The program should include materials that teachers can use to inform families about the <i>English–Language Arts Content Standards</i> , the <i>Reading/Language Arts Framework</i> , program-embedded assessments, and the degree to which students are mastering the standards.	The Glencoe Literature: California Treasures The black-line masters in Unit Teaching Resources include school-to-home activities and summaries to share with parents and caregivers in English, Spanish, Hmong, Tagalog, Vietnamese, Cantonese, and Haitian-Creole. For examples, see Grades 6, 7, 8, Unit 1 , pp. 5–11, 20–25	The Glencoe Literature: California Treasures The Unit Teaching Resources include School-to-Home activities in multiple languages that parents and caregivers can use to support students’ learning of concepts in the Student Edition. For examples, see In each book, pp. 5–11			
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.	The Glencoe Literature: California	The Unit Teaching Resources books correspond to each			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Treasures In Teacher Editions, Preteaching (Vocabulary Preteaching), reteaching (spiral review icon), extension (side notes), and acceleration (Advanced Learner) activities are clearly labeled.</p> <p>Grade 6, pp. 46, 85, 166 Grade 7, pp. 8, 31, 48 Grade 8, pp.13, 162, 291</p>	<p>unit in the Student Edition, providing practice and review for skills, strategies, and vocabulary taught in the Student Edition. Activity heads clearly show selections and skills that are addressed.</p>			
12. Materials describe grouping strategies for flexible small-group instruction.	<p>The Glencoe Literature: California Treasures In Teacher Editions, grouping icons signal partner and small group activities. For examples, see</p> <p>Grade 6, pp. 59, 69</p>	<p>Expressions: Suggestions for flexible grouping can be found in each lesson. See notes in Teacher Editions wrap. Grade 6, pp. 12, 46, 116 Grade 7, pp. 38, 82, 124 Grade 8, pp 90,</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Grade 7, pp. 18, 21, 203 Grade 8, pp. 3, 7, 10</p> <p>Expressions: Suggestions for flexible grouping can be found in each lesson. See notes in Teacher Editions wrap.</p>	200, 210			
13. The teacher edition includes guidance for teachers on implementing reading activities that build oral reading fluency.	<p>The Glencoe Literature: California Treasures In Teacher Editions, Reading Practice and Listening, Speaking, and Viewing Practice workshops and activities build oral reading fluency. For examples, see</p> <p>Grade 6, pp. 6, 13, 146 Grade 7, pp. 20, 80, 160 Grade 8, pp. 49, 64, 134</p>	<p>The Glencoe Literature: California Treasures The front matter of Read and Write Teacher Editions for English Learners and Approaching level readers contains guidance for fluency development and oral reading. For examples, see</p> <p>English Learners, pp. T16–T18 Approaching, pp. T15–T16</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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	<p>Expressions: The front matter of Teacher Editions contains guidance for fluency development and oral reading. For examples, see T9–T11. Oral Reading Fluency development suggestions are included in each lesson. Reading Fluency Practice pages are included in the back of the Teacher’s Editions on pages, R1–R12.</p>				
<p>14. The teacher edition indicates how oral reading fluency passages will be used to build fluency (accuracy, rate, and expression) and to assess automaticity (i.e., accuracy and rate).</p>	<p>The Read and Write Teacher Editions for English Learners and Approaching level readers provide guidance at point of use. For examples, see</p> <p>Grade 6, p. 19 Grade 7, p. 164</p>				

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	Primary	Supporting	Y	N	
	<p>Grade 8, p. 125</p> <p>Expressions: The front matter of Teacher Editions contains guidance for fluency development and oral reading. For examples, see T9–T11. Oral Reading Fluency development suggestions are included in each lesson. Reading Fluency Practice pages are included in the back of the Teacher’s Editions on pages, R1–R12.</p>				
15. The teacher edition provides samples of student writing that demonstrate end-of-grade-level sophistication of writing genres.	<p>Teaching notes in Teacher Editions of The Glencoe Literature: California Treasures and Expressions accompany student models that are presented and analyzed in the</p>	<p>California Writing Resources provides annotated models of student writing at varying degrees of proficiency and offers instruction in the use of editing strategies and techniques to</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Writing Workshops in each unit. Writing Workshops are aligned with the specific types of writing required in the California standards.</p> <p>The Glencoe Literature: California Teacher’s Editions Grade 6, pp. 141–144, 280–285 Grade 7, pp. 159, 335 Grade 8, pp. 131, 291</p>	<p>improve student writing.</p> <p>Glencowriting.com provides additional student models at each grade level.</p>			
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific writing applications.	<p>The Glencoe Literature: California Treasures The Teacher Edition supports the writing instruction in the Student Edition and introduces additional daily writing activities. The writing and grammar instruction</p>	<p>California Writing Resources provides directions for teaching writing strategies and conventions, as well as writing applications specified in the California English-Language Arts Content Standards.</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	work together to build students’ writing skills. Grade 6 , pp. 68, 126, 134, 140–145 Grade 7 , pp. 36–37, 56, 59, 154–159 Grade 8 , pp. 29, 68, 88, 128–133				
17. Teacher support materials include demonstrations of writing strategies, including the writing process.	The Glencoe Literature: California Treasures Print and technology resources are listed on the first page of each Writing Workshop. For examples, see Grade 6 , pp. 140, 280 Grade 7 , pp. 154, 332 Grade 8 , pp. 128, 288	Unit Teaching Resources Grades 6, 7, and 8, Unit 1 , pp. 159–161 Literature Online: Writing and Research at glencoe.com			
18. The teacher edition includes strategies for providing timely teacher feedback about student writing and specific information about what has been done well, with suggestions for “next steps.”	The Glencoe Literature: California Treasures In Teacher Editions , teaching notes	Glencoe Online Essay Grader provides automatic narrative and numerical feedback to students.			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>provide support for all steps of the writing process in the Writing Workshops and the Respond Through Writing activities.</p> <p>Grade 6, pp. 68, 140–145 Grade 7, pp. 154–159 Grade 8, pp. 128–133</p>				
<p>19. The teacher edition clearly references, explains, and provides the location of additional instructional materials and program components designed to provide extra support for students who require it (e.g., English learners, students who use African American vernacular English, struggling readers, and students with disabilities).</p>	<p>The Glencoe Literature: California Treasures Teacher Edition side notes and bottom channel activities provide extra support for English learners, struggling readers, advanced learners, and students who use African American Vernacular English. For examples, see</p> <p>Grade 6, pp. 35, 39, 69</p>	<p>Glencoe Literature: California Treasures Standards Road Map includes additional support materials and strategies to foster universal access.</p> <p>TeacherWorks Plus provides electronic versions of the Teacher Edition and program ancillaries and an interactive lesson planner.</p>			

Legend:

SE=Student Edition; TE=Teacher’s Edition; EPB=Expressions Practice Book

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Grade 7 , pp. 3, 5, 9, 22 Grade 8 , pp. 32, 157, 169				
20. Teacher editions for additional instructional materials provide daily lesson guidance regarding the use of instructional materials to develop and provide additional instruction and sufficient practice of key concepts, skills, and strategies to support English learners and struggling readers.	Read and Write Teacher Editions for English Learners and Approaching level readers provide instructional guidance for skills and strategies most often tested on the California Standards Test. For examples see Grade 6 , pp. 1–10 Grade 7 , pp. 1–20 Grade 8 , pp. 1–20	Unit Teaching Resources Teacher Editions contain extra support and strategies for English learners. For examples, see Grades 6, 7, and 8, Unit 1 , p. 19 TeacherWorks Plus provides electronic versions of the Teacher Edition and program ancillaries and an interactive lesson planner.			
21. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications to facilitate the program supporting scaffolded instruction for English learners, students with disabilities, struggling readers, and students who use African American vernacular English and providing teachers with guidance on scaffolding instruction.	The Glencoe Literature: California Treasures Teacher Editions Material is scaffolded to ensure a strong vertical alignment of content				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>and instructional approaches. Concepts and skills are developed progressively. Each unit teaches, reinforces, and reviews the standards-based content for that grade level.</p> <p>Grade 6, pp. 10–22 Grade 7, pp. 472–481 Grade 8, pp. 222–228</p>				
<p>22. The program provides a linguistic, contrastive analysis chart in the teacher edition that shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five (or more) of the most common languages in California and African American vernacular English will be incorporated as appropriate, accentuating transferable and nontransferable skills.</p>	<p>The Glencoe Literature: California Treasures</p> <p>In the front matter of the Teacher Editions, a linguistic, contrastive analysis chart and African American Vernacular English chart are provided. These charts list transferable and nontransferable</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	skills and detail how teachers can use this information to modify instruction effectively. For examples, see Grades 6, 7, 8 , pp. T65–T79				
23. The program provides teachers with a cassette, CD-ROM, other audio recording, or video that demonstrates the correct pronunciation of all the sounds taught.	The Glencoe Literature: California Treasures The Glencoe Interactive Vocabulary CD provides correct pronunciations for vocabulary throughout the program. The New to English Audio CD provides demonstrates correct pronunciation for all sounds taught.	StudentWorks Plus and the Online Student Edition provide the correct pronunciation for every selection, academic, or content vocabulary term in <i>Glencoe Literature, Read and Write</i> , and <i>Expressions</i> .			
24. The teacher resource materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.	The Glencoe Literature: California Treasures	The Unit Teaching Resources include summaries in multiple languages			

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	Primary	Supporting	Y	N	
	<p>Enrichment notes in the Teacher Editions (Cultural History, Literary History, etc.) and View the Art/Photograph provide background information about the selections and authors. For examples, see</p> <p>Grade 6, pp. 36, 40, 44, 71 Grade 7, pp. 173, 174, 214 Grade 8, pp. 155, 161, 201</p>	<p>for the reading selections in the Student Edition. For examples, see</p> <p>Grade 6, Unit 1, pp. 20–25 Grade 7, Unit 1, pp. 33–38 Grade 8, Unit 1, pp. 30–35</p> <p>Literature Online at glencoe.com</p>			
25. High-quality literature, including but not limited to selections reflective of California’s diverse cultural population, is an integral part of language arts instruction at every grade level.	<p>The Glencoe Literature: California Treasures and Expressions: All selections are high quality and age-appropriate. Selections are chosen to represent a broad range of cultures and backgrounds among authors, characters,</p>	<p>Selections chosen for Read and Write reflect the same high quality and age-appropriate selections that appear in the Student Editions.</p> <p>Novel Companion has classic and contemporary literature and high-quality, age-</p>			

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Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	and subjects. For examples, see The Glencoe Literature: California Treasures Student Edition selections Grade 6 , pp. 178, 315, 524 Grade 7 , pp. 112, 390, 510	appropriate, multicultural, motivational, and interesting reading in novel and literary nonfiction genres.			
26. Materials provide teachers with guidance on the effective use of library resources that best complement the <i>English–Language Arts Content Standards</i> .	The Glencoe Literature: California Treasures In the front matter of the Teacher Editions , there is a list of Library Resources. Grades 6, 7, 8 , p. T87	Teachers can develop customized reading lists with Booklink K–12 CD-ROM .			
27. Materials include instructions for the teacher on salient features of the reading material and suggestions on how to use each reading selection in the lesson or lessons.	The Glencoe Literature: California Treasures The Teacher Edition and Expressions wrap copy offers thorough instruction on a	The wrap copy of Read and Write Teacher Editions for English Learners and Approaching level readers provides suggestions and modeling for			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	literary element that is important in each selection, providing support for the teacher in adapting the instruction for students reading above and below grade level. For examples, see The Glencoe Literature: California Treasures The Teacher Edition Grade 6 , pp. 29, 37, 47, 62 Grade 7 , pp. 19, 21, 39 Grade 8 , pp. 459, 463, 471	presenting the selections and lessons.			
28. Teacher and Student Editions have correlating page numbers.	The Glencoe Literature: California Treasures Teacher Edition and Student Edition pages correlate throughout the program. Expressions	All versions of Read and Write Student Editions and Teacher Editions have correlating page numbers.			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Teacher Edition and Student Edition pages correlate throughout the program.				
29. Answer keys are provided for all workbooks and other related student activities.	<p>Read and Write Teacher Editions contain annotated reproductions of the Student Edition pages. Read and Write Teacher Editions for English Learners and Approaching level readers also provide answers to questions in the wrap.</p> <p>Expressions: Teacher Edition Answer keys are provided on a–d pages after each lesson.</p>	<p>All Unit Teaching Resources workbooks and other components come with Answer Keys.</p> <p>TeacherWorks Plus includes the interactive versions of the Teacher Edition and program ancillaries including answer keys.</p>			
<p><i>Instructional materials should include the following features:</i></p> <p>30. The teacher edition includes a list of books for independent reading that spans at least three grade levels and matches the topics of the units.</p>	<p>The Glencoe Literature: California Treasures Each unit has an Independent Reading section</p>	<p>Booklink K–12 CD-ROM allows teachers to create customized reading lists for students based on reading level, interest area,</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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	with summaries of fiction and nonfiction books that relate to the unit theme. For examples, see Grade 6 , pp. 148–149, 288–289 Grade 7 , pp. 162–163 Grade 8 , pp. 136–137	Big Question, or other search criteria from a database of over 30,000 titles.			
31. Reading materials used for in-class work and homework as students progress through the grades are suggested or included to ensure that students read the amount of text specified in the standards at various grade levels.	The Glencoe Literature: California Treasures At the end of each unit in the Student Editions , an Independent Reading section suggests books that students can read outside of class to further explore the Big Question, or theme, of each unit.	Novel Companion contains references for independent novel study.			
32. Teacher editions suggest reading material for students to read outside of class for at least 20 minutes a day in grade one and 30 minutes a day in grades two and beyond.	N/A Addressed in K–6 document				
33. Electronic learning resources, when included, are integral parts of the program, support	Electronic learning resources are	Glencoe: Literature			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
instruction, and connect explicitly to the standards.	<p>integral parts of the program and connect explicitly to the standards.</p> <p>Electronic resources are referenced in the Unit Objectives and at point of use throughout the lesson. For examples in the The Glencoe Literature: California Treasures Teacher Editions, see</p> <p>Grade 6, pp. 1, 10, 12, 23 Grade 7, pp. 1, 18, 20 Grade 8, pp. 1, 9, 13</p>	<p>California Treasures Standards Roadmap provides more information about how technology products are integrated into the program.</p>			
34. All informational technology resources include technical support and suggestions for appropriate use.	<p>With each technology resource, information is included detailing the system requirements and technical specification. In</p>				

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	Primary	Supporting	Y	N	
	<p>addition, a TOLL FREE technical support number is provided for teacher/school use. See technical support information included with Glencoe Literature: California Treasures.</p>				
<p>35. Black-line masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying.</p>	<p>All black-line masters and reproducible books contain few black areas and can be easily copied from print version or.</p>	<p>Read and Write Teacher Edition black-line masters contain minimal black areas and can be easily photocopied and printed.</p> <p>TeacherWorks Plus provides digitized versions of black-line masters that can be easily reproduced.</p>			
<p>36. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.</p>	<p>Unit Teaching Resources worksheets include material on literary elements, reading skills/strategies,</p>				

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	Primary	Supporting	Y	N	
	vocabulary, grammar, unit challenges, etc. that is explicitly linked to instruction in the Student and Teacher Editions For examples, see Grade 6, Unit 1 , pp. 1–209 Grade 7, Unit pp. 1–212 Grade 8, Unit 1 , pp. 1–181				